

Learning to read...reading to learn!

We aim to foster a love of reading for enjoyment. Our goal is to provide children with the resources and time to develop this.

The programme of study for reading, as children move through the infants and juniors, consists of two dimensions:

- **word reading** – Using strategies to work out unfamiliar words.
- **comprehension** – the understanding of what children are reading

Teaching focuses on developing pupils' competence in both dimensions.

Word reading involves both the speedy working out of unfamiliar words, and the speedy recognition of familiar words (fluency). Phonics is emphasised in the early teaching of reading and is taught daily, discretely and differentiated for children's need. As children move through the early stages of acquiring phonics, they practise by reading texts that are entirely decodable, from a variety of reading schemes.

As children gain a secure knowledge of letter and sound recognition and are able to segment and blend words confidently, they begin to read books that rely on a mixed approach of word recognition and phonics.

As children's word reading becomes more accomplished the emphasis is on comprehension skills. Comprehension and inference skills are developed in school through children experiencing high quality discussion and reading sessions on a daily basis.

We believe it is important to provide children with a variety of reading experiences and endeavour to provide as many reading opportunities as is possible, threaded throughout the curriculum. Your child also has a timetabled, 20 minute, daily reading session in which they will read practise their reading skills, read silently or read with an adult.

It is crucial that parents and carers play a role in their child's reading journey. We believe that listening to children read, talking about books, sharing and reading books together is key aspect to reading.

We also think it is important to have reading modelled to children and endeavour to read a book daily, or a novel chapter by chapter daily across all key stages.

Names of reading schemes:

At The Redeemer we pride ourselves on providing the most upto date books and resources for reading. We use a variety of schemes to ensure children have access to a range of reading materials. We aim to ensure that all reading tastes are catered for and have a huge collection of both fiction and non-fiction books for children to read.

In foundation stage children are reading a wide variety of phonics based schemes.

In key stage one, pupils read books from the Oxford reading scheme, Read, Write, Inc and the Bug Club.

In key stage 2 pupils read books from a much wider variety of schemes and are encouraged to choose books that they are most drawn towards.

Interventions

Some children find reading easier than others. If your child is not making the progress expected for their age they may need to be given extra support. We run interventions to provide this extra support. Support staff are highly trained in interventions that support reading development. For example; Better Reading. We also have a highly experienced Reading Recovery teacher, Mrs Higab, who provides targeted support and directs support towards pupils who may need extra help developing word level reading and comprehension strategies.

Fischer family trust - The aim with FFT is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching. At Year 1 the gap between a targeted child and the rest of the class will be relatively small, so it is easier to use an effective intervention to accelerate their learning in order to close the gap with their peers.

Better reading - Through the ten-week intervention programme the reading partners work for 15 minutes a day three times a week a range of approaches to help the children improve their reading. As a result of the intervention, children make an improvement of between 150% - 250% on previous reading scores, an average gain of six months in reading age after the ten-week intervention. Children develop confidence and self-esteem.

Order of reading books:

We believe reading at home is vital to accelerate your child's reading development. We feel it is important that as a pose to rushing though levels, pupils enjoy reading, feel confident reading and have a good understanding about what they are reading.

Home reading books and Guided Reading books are colour banded to form a structured approach to word acquisition from a variety of reading schemes. Below is an overview of the order of books and the content:

Pink book band

For children just starting to read. Children are getting used to reading from left to right and matching spoken words to written words. Usually no more than 10 pages with up to 5 words on a page.

Red book band

The second step up the ladder as children gain a little more confidence and may know some words by sight. Usually no more than 15 pages with 1 sentence per page.

Yellow book band

Children are beginning to read more varied sentence structures and taking some note of punctuation. Usually no more than 15 pages with 1 or 2 sentences per page.

Blue book band

Children are becoming more confident at reading longer and more varied sentences. Usually no more than 15 pages with 2 or 3 sentences per page.

Green book band

Children are starting to read quite fluently and take note of punctuation. Usually about 20 pages with 3 or 4 sentences per page.

Orange book band

Children are starting to read longer and more complex sentences and can understand a range of punctuation. Usually about 20 pages with 4 or 5 sentences per page.

Turquoise book band

Children can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. Usually about 20 pages with 4 or 5 sentences per page.

Purple book band

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page.

Gold book band

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page.

White book band Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually no more than 30 pages and about 10 sentences per page.

Lime book band

Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually more than 30 pages.

Extended Readers book band Books might have chapters. Children read silently with confidence and perseverance. A wide variety of longer, demanding texts, usually with around 30 - 50 pages.

Children who still require this structured approach as they move into the Juniors, will continue to access colour banded books, but will read from different reading schemes, that are more age appropriate.

Library books

Self initiated reading, where children choose and enjoy the book they are reading is crucial and visiting libraries are a great way to do this.

We are in the process of setting up a fingerprint booking system in the school library. All classes will be visiting the library during the week to borrow books of their choosing.