



## Reading at Vallis First School

### RATIONALE

Reading at Vallis First School is a highly valued skill because it enables children to access independent learning. We have a whole school approach to the teaching of reading and it is given a high priority throughout the school. Success in reading has a direct effect on progress in all other areas of the curriculum and is crucial to developing a child's self-confidence and motivation.



### INTENT

We aim to:

Encourage children's enjoyment of reading so that they develop a lifelong love of reading.

Expose children to a wide range of good quality information and story books, poetry and picture books from the school and town library, resources centre, class book corners and our reading schemes, as well as books from home and e-books.

Celebrate reading and books through Book Weeks, Book Fairs, local and national library and book shop events such as The Summer Reading Challenge with National Libraries.

Provide children with the skills and strategies to sound out new words using phonics (decoding) as well as reading tricky words that cannot be sounded out.

Teach children to read for understanding including inference and deduction (comprehension).

Develop a critical appreciation of the work of a variety of authors, poets and illustrators and seek to use their ideas in their own writing.

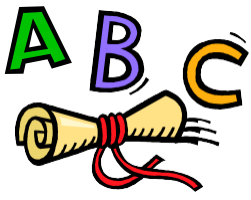
Teach the children to research using library and class texts and the internet in a safe and discerning way.

Encourage parents to work in partnership with the school to support their child as a developing reader.



## TEACHING STRATEGIES AND RESOURCES

We aim to provide high levels of motivation and participation for our children of all ages. In Reception the teaching of reading encourages children to quickly build their phonic knowledge and knowledge of tricky words so that they can decode increasingly complex words and progress through the range of books in our graded reading schemes. The scheme starts with simple books that are easy to read using simple decoding. Typically, as a child becomes more competent as a reader through Years 1 and 2, the focus moves towards developing comprehension skills, deduction, inference and critical evaluation in Years 3 and 4.



Phonics is taught through the use of **Jolly Phonics**, **Letters and Sounds** and **Phonics and Spelling Play**. The website resources for these schemes are used to increase participation and fun in learning and blending sounds to make words. The children enjoy playing lots of different games to increase their enjoyment and give them plenty of practice in recognising the sounds and then blending them to make words.



Reception classes use **Bug Club** to support reading in school and **Oxford Reading Tree** is the main scheme used to support reading at home.

**Oxford Reading Tree** is one of the main schemes used to teach reading skills in Key Stages One and Two and to support the home reader scheme. Other good quality reading schemes are used to supplement this main scheme including good quality children's literature ('real' books). The books are graded into coloured bands by the Badger scheme.



## WORKING IN PARTNERSHIP WITH PARENTS

At the beginning of the academic year, parents are invited to information meetings about the teaching of reading and phonics. These meetings included advice about how parents can support their child to develop their skills. Additional advice and support is available at Parents' Evenings.

When children start school, parents are encouraged to buy a Vallis Book Bag and every child is given a 'Link Book' which has advice specific to the child's year group and is also a reading record.

Throughout the school, children will be given a book to share at home. This is usually a book that the child has chosen from a box with books that they are ready to access with some independence. In their taught sessions (Guided Reading) at school, the book they are working on will need more support and active teaching to access and may be a higher level. Parents are encouraged to hear their child read their book and share and discuss the story and pictures. Books are changed during the week if the parent has signed the link book. Parents are also encouraged to share home and library books and to continue bedtime story routines as part of their enjoyment of reading at home.

In Key Stage Two every signature in a Link Book is counted toward earning a rainbow book mark. Seven book marks lead to a Rainbow Reader Certificate. More signatures to show a sustained dedication to reading leads to becoming a Reading Buddy and eventually to the awarding of a Reading Ambassador Badge.



#### ASSESSMENT, MONITORING AND EVALUATION:

School staff are constantly assessing the progress of the children in the development of their phonic and reading knowledge and skills. If there are any concerns about a child's progress, additional support or practice may be offered.

In Year 1 children access a national phonics check to see if they have reached an expected national standard. Parents are informed if their child meets or does not meet the expected standard.

At the end of Year 2, children's reading is assessed to see if they meet the national expected standard for their age. In all other year groups the school carries out school based assessment to see if children meet the expected standard for their age.

Information is collected from assessments, hearing children read, talking to children about their reading and watching Guided Reading sessions and is used to inform governors and the Senior Leadership team about standards of reading in the school. Training and sharing good practice with other schools ensures standards remain high.

