

Reading at Downs Infant

We use a wide range of strategies to promote a child's love of books. We encourage children to become confident, independent readers. Children are provided with many opportunities to read, enjoy and share books as well as being exposed to a language rich environment, which provides access to many different types of print.



Our creative curriculum is rich in quality texts and immerses our children in a wide range of literacy experiences to generate a love of reading and writing. We aim for all children to read widely and often across a range of subjects to a high standard.

Comprehension

From the outset, children are encouraged to voice opinions about what they've read, discuss their understanding of stories and relate them to their own experiences. All of these elements set the foundations for more subtle comprehension skills, such as inference and deduction, which they will develop as their reading confidence grows.

Comprehension skills are developed in guided reading sessions through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction within English lessons. Within guided reading and English, children read widely a range of fiction and non-fiction texts to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Reading Scheme

Our core reading scheme is Rigby Stars and Rockets. We supplement this with a huge variety of other schemes and books. Teachers use other resources when they feel it will result in even more progress. Children learn to develop their word reading and comprehension skills in order to become fluent and reflective readers, enabling them to foster a long term love of reading.

We have a range of reading books that have been combined to make our reading scheme. Books are changed every week, where children follow the scheme and reading progress is reviewed regularly by teachers. Children can independently change their books daily within the classroom and take the books home to share with adults.

The scheme includes fiction, non-fiction and poetry books which are carefully selected to match reading levels and interests. We strongly encourage reading of books that children are interested in and encourage children to supplement the reading books from school with others from home or the lending library in each class. Parents are key partners in children's learning and we invite parents into school for a reading workshop each year.

Reading at school takes place in a variety of ways.

The Reading 'Diet' includes:

Shared Reading	Guided Reading	Personal Reading	Focused Reading Tasks
Children working with challenging text	Children working in small groups with text selected by teacher at the instructional level.	Children working with self-selected material including familiar text	Children working individually, in groups or as a whole class to use and apply their reading skills to complete a range of tasks

When hearing children read individually...

- The teacher/TA makes references to general rules/strategies
- Children spend time practising and rehearsing
- The teacher/TA is able to make useful assessments



What is guided reading?

- The teacher works with a small group of children who are at the same developmental stage of reading; Guided Reading can take place as a whole class reading activity
- The teacher selects an unknown text that provides just the right balance of supports and challenges
- The teacher reminds the children to use a range of reading strategies
- The teacher uses questioning and other strategies to develop comprehension, including modelling of key skills
- The class teacher writes comments on a child's individual record sheet to track progress following Guided Reading sessions

End of KS1 Reading Tests

Statutory teacher assessment at the end of the key stage is just one part of the broader assessments that teachers make. There are 3 main forms of assessment in schools:

1. Day-to-day formative assessment – to inform teaching on an ongoing basis
2. In-school summative assessment – to understand pupil performance at the end of a period of teaching

3. National statutory summative assessment – to understand pupil performance in relation to national expectations and comparisons

In May, Year 2 pupils will take reading tests in the classroom in a low-stress, low-key way; some children won't even be aware they've taken them!

The new reading test for Year 2 pupils is made up of two separate papers:

- Paper 1 consists of a selection of texts totalling 400 to 700 words, with questions interspersed
- Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet

Each may include fiction, non-fiction and poetry. Children answer comprehension questions to show their understanding of the texts.

The National Curriculum tests or SATs can seem like a daunting part of your child's education, but your child will be familiar with the activities and will have developed stamina for reading longer extracts.

Above all else, we want to nurture a love of reading for different purposes, whilst giving our children all the tools they need to enable them to read well.

For more information on the curriculum please contact us here in school or go to:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

<https://www.oxfordowl.co.uk/for-home/at-school/assessment-at-primary-school/KS1-SATs/#intro>

