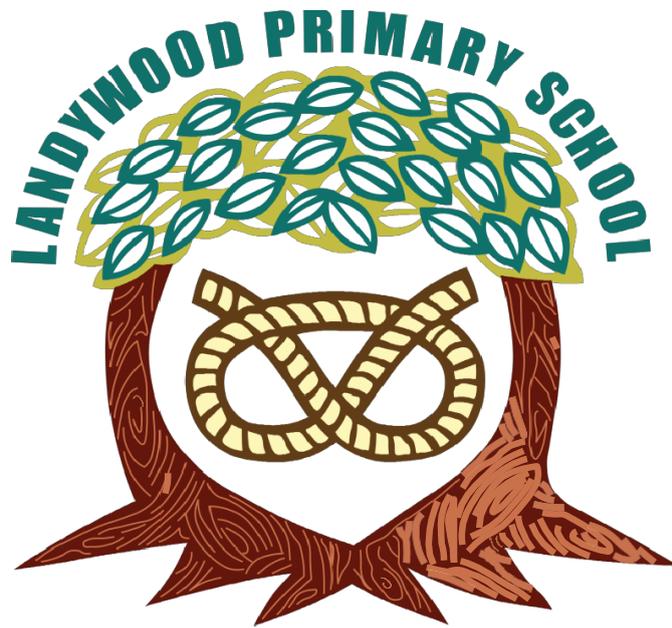


# LANDYWOOD PRIMARY SCHOOL



## **Reading Development**

**February 2018**

Reading is developed through:-

1. Using a wide range of both scheme and non-scheme books which allows for a flexible but structured approach.
2. Pupils having access to a wide range of literature and non-fiction texts in classrooms and the school library.
3. The use of e-books, television and other forms of ICT.
4. Providing a print rich environment and interactive displays to stimulate pupils reading.
5. Sessions of shared, guided and independent reading as outlined in the new Curriculum for English.
6. Sessions of independent reading when pupils have opportunity to read, enjoy and share texts with other pupils and adults.
7. The involvement of parents out of school, thereby ensuring a home/school commitment to the encouragement and value of reading.
8. Pupils being able to borrow books from the school library which has its own adult librarian, who provides training for pupil librarians which enables them to operate the library for other child library users.
9. The holding of book fairs.
10. Worship.
11. A structured programme of teaching of phonics following the "Letters and Sounds" scheme, supported by Support for Spelling when appropriate and the systematic development of sight vocabulary. "Letters and Sounds" was published by the Government to support the teaching of phonics in primary schools in England and Wales.
12. A structured programme of teaching of spelling following the No Nonsense spelling scheme
13. Lunchtime library trollies
14. Newspapers being provided each week
15. There is a reward system where children who meet their age-related target have their names written on special boards in our Enchanted Forest

## Phonics and Reading at Landywood Primary School

In the Early Years Foundation Stage and Key Stage 1 phonics is taught four days each week. We follow the Government's publication of "Letters and Sounds" which is a systematic approach to teaching phonics. It works through six phases of sounds teaching as well as developing a secure knowledge of "Tricky words" and "High frequency words".

This teaching enables our children to become fluent and expressive readers by the end of Key Stage 1. We use a range of activities and useful websites that are listed below.

Alongside this is a daily reading session. Children are taught the skills needed to be good readers in small groups of similar ability. Levelled Reading books are changed regularly and monitored by class teachers.

In Key Stage 2, phonics teaching continues until children are confident with each of the 44 sounds that make up the basis of our English language. In addition to this, reading is taught every day in small groups.

The following are really useful sites to support phonics at home :-

- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.letters-and-sounds.com](http://www.letters-and-sounds.com)
- [www.bbc.co.uk/bitesie](http://www.bbc.co.uk/bitesie)

## Key Stage 1 Reading

### Schemes:-

1. Reading schemes used within Key Stage 1 are mainly :- Phonics Bug and Rapid Phonics, supported by Rigby Star and Oxford Reading Tree, although as stated previously we have a flexible approach to their use.
2. The books are grouped into book bands and are housed in a central location.

### Assessment of reading:-

1. Pupils' reading behaviour (attitude to reading, chosen texts etc.) is observed and noted by the class teacher and any other adults supporting an individual child or reading group, information can also be provided from comments from home in homework diaries, taking account of reading both in school and at home.
2. Pupils' progress in reading is assessed in a variety of ways including through guided reading, independent reading. This forms part of the assessment portfolio and deals with the reading of both fiction and non-fiction texts.
3. Statutory assessment of reading occurs through baseline assessment, the reading SATS at the end of each Key Stage. The results of these assessments are monitored in order to inform targets for subsequent year groups.

### PIRA Reading Assessments

PIRA Reading assessment tests are undertaken at the end of every term and results are used to inform teachers of children's progress in Reading.

### Termly Reading Targets

In order to support our children making good progress in reading, we have termly reading targets where a reading target is chosen for each phase of the school, namely Early Years and KS1 (Reception, Years 1 and 2), Lower KS2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). This target is shared with the children and written in our Enchanted Forest.

Children who meet their target have their names written on special boards in our Enchanted Forest, to enable visitors to our school to see them and celebrate our children's achievement in reading. In addition, their names go in the Landywood Post and they are awarded housepoints in line with school's reward system. They are presented with their housepoint token as part of an achievement assembly.

Children who read on 4 out of 5 nights in the school week are rewarded by being given a raffle ticket, with the chance of winning a prize and they also have Golden Time following Friday lunchtime.