

How Reading is taught at Swimbridge CE Primary School

At Swimbridge School we recognise that there are lots of different ways to teach reading. We use a combination of different strategies and resources to deliver high quality reading experiences to achieve the best results for our children.

The following document aims to outline some of the common approaches we use across the school.

Phonics

This is the central approach applied to teach early reading in the Foundation Stage (EYFS) and throughout Key Stage 1 (KS1).

Shared Reading

Shared reading involves a whole class reading a book together. This strategy is used throughout the school, but is a more common approach in the EYFS and KS1. We use 'big books' for this purpose, and project texts onto the white board with a visualizer for the whole class to see. During a shared reading session, the teacher doesn't just read a text aloud. They act as a model reader, showing the children how to use certain strategies by talking through the process of reading. Pupils will often join in with reading, and are encouraged both to ask and respond to questions. Shared reading in KS2 will be led by the teacher and delivered by the children as they develop skills in analysing a text.

Guided Reading

Guided reading is delivered by the teacher, or a teaching assistant, working with a smaller group of about six children. For small group learning activities the children are grouped according to reading ability. This means that the teacher has chosen a book at the right level. This strategy is our main teaching approach throughout the school and takes place in every class each week, A typical guided reading session lasts for between 15 and 30 minutes and includes:

- A text is introduced and discussed.
- Children will be asked to make predictions about the book by using clues from the title, layout and images.
- The teacher will share a reading objective or focus activity for the chosen text.
- The teacher will recall and revisit different strategies to help decode new or tricky vocabulary.
- The children read the text; on their own, with a partner or within the group.
- The teacher will observe and prompt the children during their reading.
- The teacher refers back to the main learning objective or focus and brings the group together.
- Children might be asked to identify particular words, to talk about certain characters, or to express opinions.

Guided Reading sessions also include a variety of activities designed to extend the children and address teaching points such as retrieving information, understanding inference, and deduction, commenting on the writer's viewpoint, effectiveness and the historical and cultural traditions of the text. In the Foundation Stage the main focus is on decoding and retrieval of information. In KS1 the focus is preparing to develop comprehension strategies. In KS2 this is extended further to a deeper level of analysis.

Independent Reading

Independent reading is the reading that children do on their own at school and at home. In class the children may work as a group, or will read independently with a teacher, teaching assistant or adult volunteer. We believe that independent reading plays an important part in developing children's reading skills and confidence. Throughout the school the children have access to a variety of different text styles in class, our reading bay and in our library and they are given opportunities to freely choose and read at their own pace. The ideal book for independent reading is one that allows the child to practise the learning from a guided reading session. In this case, the book should be slightly easier than the child's guided reading book because the child is reading on their own. Most importantly, independent reading is the time when children get to choose their own books and can enjoy reading for pleasure as well as reading to learn.

One to One Reading

At Swimbridge School, this approach is used throughout the EYFS to support the development of sound phonic knowledge and skills in decoding words for reading. Each child reads to a teacher or teaching assistant. This approach is also used with children who are requiring additional support with their reading and for assessment purposes.

Reading Schemes

Reading schemes play an important role in teaching young children to read. Reading schemes are teaching tools, designed by reading specialists, to support the teacher to teach a wide range of reading skills. At Swimbridge School, we continue to develop a wide range of books to teach reading. A reading scheme is a collection of lots of books that are finely graded to support the teacher to teach children to learn to read gradually. The books are often specially written to teach particular phonics, words or reading skills. The careful structure of most reading schemes encourages children's progress towards reading independence. In Reception the reading schemes are used systematically to support phonemic awareness. In KS1 the schemes support the wider development of text type and meaning. In KS2 the reading scheme books are used to refine and teach a wide of comprehension and analytical skills.

Library and Class Readers

At Swimbridge School we encourage the children in all year groups to read widely. Whilst the reading schemes we have invested in to use in our teaching are exciting and interesting we would like to encourage all children to read non scheme books. The rich language and images

found in the brilliant picture books and chapter books by popular authors are essential reading for every child. These books can give your child an opportunity to stretch their reading, experience different text types, and, enhances their reading immeasurably. As well as rereading scheme books we strongly recommend our school and local library. Reading widely and often will improve how your child imagines, creates stories, writes and communicates ideas. All children need plenty of opportunity to talk about books, to share favourite books and to browse for enjoyment or to find information. Developing a positive attitude to reading and books is as important as learning to read itself.

Reading Records

At Swimbridge School we recognise the importance of the time and effort parents put into reading to and with children in the home. To support this we ask that parents record all home reading and we encourage dialogue between parents and teachers through a reading record. Children are encouraged to read every day and record this in their home reading record. This reading can include books sent home from school and the books your child chooses to read from their own collection or the local library. Reading from a wide selection gives your child the experience of reading for pleasure and enjoyment. The reading record gives the teacher valuable information on your child's interests and reading experiences.

Swimbridge School's Reading Scheme

Reading schemes are sets of books devised as tools to assist the teacher to provide high quality experiences when learning to read. Books in the schemes have been written and are chosen to teach different aspects of reading for meaning. A reading book may teach sight or common words, phonemes, sentence structure, punctuation, speech, inference, deduction, writing style, opinion, genre, layout and other aspects of meaning. Books from a reading scheme are often revisited to develop key skills and extend understanding. The reading scheme books we use in class for guided and independent reading are sent home to share at home and consolidate the skills taught in class.

- Oxford Reading Tree (ORT) fictional Biff, Chip and Kipper books that introduce common sight words, phonics and patterns - KS1
- ORT Project X fiction and non-fiction - KS1/2
- ORT Songbirds phonic fiction - KS1
- Various Traditional Tales - KS1/2
- Various poetry books focussing on rhythm, rhyme and pattern - KS1/2
- Various playscripts to target voice, pace and effect - KS1/2
- Various non-fiction - KS1/2

We also use a wide range of picture and chapter books to develop rich language and text styles in class guided reading sessions.