



TEACHING OF READING

RATIONALE

We aim to teach reading skills and a life-long love of reading and literature through the use of a wide range of appropriate reading books and texts carefully matched to children's abilities and interests.

PRE-SCHOOL AND EARLY READING

We use a wide variety of books to interest and involve the children in reading at the early stages.

Adults read a wide range of texts to and with the children each day.

We ask the children questions about the story or information.

We ask them to retell or recount what they have read using the pictures in the book they have been reading.

We encourage children to learn well known story phrases or repetitive refrains from patterned texts which they will begin to recognise as they read.

When children first start to read they learn some key words by memory with regular practice.

We encourage the children to give the first letter sound in a word and look for letter sounds and patterns they know.

As the children become more confident in their phonics knowledge they will begin to sound out words.

From the earliest stages we will encourage children to make their reading sound like a story, as we work towards phrased and fluent reading.

INTERMEDIATE READERS

As children become more confident readers they are able to read longer and more complex texts.

Through 1 to 1 and small group reading sessions they will focus on fostering independence.

The need for children to work at a difficulty as they are reading is of utmost importance.

When children meet new words we encourage them to look at the length of the word and to see if it reminds them of a word that they know.

The children will be prompted to use sounds where appropriate, but the need to recognise that not all words can be sounded out is important at this stage.

We encourage the children to see if their attempts at new words make sense in the context of the sentence they are reading or the text as a whole.

We also encourage children to re-read what they have read and correct any errors that they can hear.

INDEPENDENT AND ACCOMPLISHED READERS

When we work with children who are fluent readers we are focusing much more on the understanding required to read more challenging texts.

We still work with children in small groups to offer support with new and unknown vocabulary, to focus on the genre or style of the book and to ask questions to check understanding.

We also provide guidance in book choices so that a wide range of age appropriate texts are read.