



Teaching of Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Children should have access to a wide range of books including fiction and non-fiction via the school library, Read Write Inc/Key Skills lessons, class libraries and a progressive, structured book banded reading scheme.

All children will be given a reading record to take home. If children are not yet reading at National Curriculum (NC) level 3 and have not reached Lime band (Oxford Reading Tree Stage 11/12) they will be given a reading book at an appropriate book band level to take home. Children's individual reading will be monitored by staff and supported by classroom assistants. Each time a child reads, at home or at school, a comment will be written in the reading record. Children must read the book to an adult in school before the book is changed. Where children do not read regularly at home, teachers will arrange for them to read individually at school to parent helpers or classroom assistants.

Key Stage 2 children who are reading at NC level 3 (Lime band - ORT Stage 11/12) or above can select their own books to read from home, from class libraries or the school fiction or non-fiction library, as long as the books they select are deemed appropriate for their ability and are suitable for school. "Free-readers" should still be heard read aloud by an adult on a regular basis, but can also record their own independent reading in their reading record.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should have timetabled a slot per day where they can read aloud to their class.

Guided Reading

Each day there will be a Guided Reading session in Years 1 to Year 6 with all children, which will last between 20 and 30 minutes. The structure of the session will be that one group will be having a guided session led by the Teacher, another group will be group reading with the TA and the other children will be undertaking an independent task relating to their previous Guided Reading sessions or other reading focused activities e.g. finding information using information books, independent reading, cloze procedure, comprehension activities, book reviews etc.

The Teachers will use the Collins Big Cat Reading resources (based in the staffroom) which are book banded in order that the session can be appropriately differentiated. The Teacher will use the guidance at the rear of the book as their planning for the session alongside the child's own Curricular Target for Reading. They will record the children's learning outcomes on the planning sheet.

Any guided group activities or independent tasks that the children undertake will be completed in their Guided Reading Journals.