



READING

Reading Fluency

At Uplands Manor, we have embedded a systematic and rigorous phonics programme across the school – Read, Write Inc. This programme introduces all 44 speed sounds in a dynamic and fast-paced way. It uses initial and on-going assessment to monitor progress. The phonics programme also ensure that children are taught to encode unfamiliar words for spelling.

In the Foundation stage the teacher introduces concepts of print and teaches synthetic phonic skills using the RWI scheme with the whole class on a daily basis. They take home letter sounds to learn on a weekly basis. Initially, children take class or library books home to share with their parents. When the teacher feels the child is ready, he/she begins to take a Read, Write Inc book home. The teacher hears each child read individually on at least a weekly basis (more for children who are reading at a level below age expected level) combined with weekly support from a class TA.

In Key Stage 1 this practice is continued and for children who need it, extra intervention is provided. Children will continue to follow the phonics programme until they have progressed to a level suitable to begin reading age appropriate texts at which point they will take part in daily reading sessions which will last for between 20-30 minutes. These sessions will involve a carousel of activities including reading independently for pleasure, reading 1-2-1 with the teacher and taking part in a guided reading group which will focus on comprehension skills.

In Key Stage 2, the progress made in Key Stage 1 is built upon. Children will continue to take part in daily reading session lasting 20-30 and as in Key Stage 1 these sessions will involve a carousel of activities including reading independently for pleasure, reading 1-2-1 with the teacher and taking part in a guided reading group which will focus on comprehension skills. In Key Stage 2 these guided reading group sessions will focus on developing higher order reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically.

Reading for Pleasure

As mentioned above, 20-30 minutes per day has been set aside for students to read and when reading independently or 1-2-1 with the teacher, children will have the opportunity to enhance their reading fluency by improving their decoding skills, increasing the number of words that they can read by sight and expanding their understanding of vocabulary.

Our aims are to enable pupils:

- To read fluently and with understanding a range of different kinds of material including those which reflect our multi-cultural society
- To have confidence in their capacities as readers
- To find pleasure in and be voluntary users of reading for a variety of purposes
- To see that reading is necessary for their personal lives, for their learning throughout the curriculum and for the requirements of living and working in society

Reading at Home

All children throughout the school have also been provided with reading folders and reading diaries and are encouraged to take home both a reading book of their choice and a reading book at their reading level so that they are able to listen to or read stories which interest them as well as practicing and improving their reading fluency. Parents are encouraged to make a record in the reading diary each time they read with their child and children will be rewarded with dojos (reward points) when they do so. These reading diaries also have space for the children to record new and unfamiliar vocabulary that can be discussed and learnt when back in school and are full of age-appropriate grammar, punctuation and spellings that can assist them during their English lessons. For this reason, it is important for these diaries and folders to be brought into school each and every day.

Daily Reading to the Class

Teachers enjoy stories, poems and non-fiction texts every day with their class. We read age-expected texts (either taken from 'Pie Corbett Page Turners' or selected by the students/teacher) in order to engage, inspire and ignite the imagination. Exposing children to quality texts which they cannot yet access independently supports reading development, vocabulary enrichment, comprehension and, most importantly, a real love of reading.

Book Areas

Every classroom has a welcoming, engaging reading area where children can enjoy books.