

Reading In School

Children are taught to read from Foundation Stage, right through to Year Six. They read individually, as well as in small, ability matched groups, and also as whole class groups. Learning objectives for reading sessions are set according to the pupils' needs; these are taken from the National Curriculum and the children's individual reading trackers and targets. The emphasis is very much on decoding and putting letters and words together at first, before we start to lean more towards the understanding and comprehension of texts, as well as discussing an author's word choices and reasons for these.

The children read with teachers, teaching assistants, trained reading volunteers, with buddies and sometimes to reading partners. At lunchtimes our Library is open for children to select books and borrow anything that is of interest to them. We have a lovely team of 'Little Librarians' who spend time talking to the children about what they might like to read and find out about.

We encourage children to use a range of strategies when they are reading, including pictures, contextual and phonetic clues. Each day part of the Foundation Stage and Key Stage One timetable is dedicated to teaching phonics using the Letters and Sounds scheme. The children are taught in small, ability matched groups and assessed regularly. Teaching can then be carefully planned so that the children make as much progress as possible. Phonics is continued with small groups of children in Key Stage Two for those who we feel would continue to benefit.

Once children have become competent in this, they move onto working with the Spelling Bank that is appropriate for their age and need.

We do not use one specific reading scheme in school, preferring to choose from a range of schemes in order to broaden the children's experiences as fully as possible. Books are levelled using the national book banding scheme.

We have a successful lunchtime Book Club where children share a book and are never shy of offering their opinions and making recommendations to their friends! They create a highly popular reading challenge each term. Prizes are on offer for children who manage to read consecutively at home for a month during Advent, Easter and Summer.

Younger children can bring a special grown up to our library once a week after school where they can share a book together and have fun with games and craft activities linked to stories and books.

We hold a book fair each year after school and regularly send home Scholastic School Book Club Catalogues for families to purchase from if they wish.

Each year we celebrate World Book Day with fancy dress, literacy activities, art competitions and many other initiatives. We also regularly celebrate Book At Bedtime Month with our Key Stage One and Foundation Stage children.

A Home/School Partnership

Each night the children take home a reading book matched to their ability. The children are encouraged to choose their own book from 'the level' that they are working on. We ask that the children share these books with a grown up at home. This regular practise always enables children to progress more quickly and confidently. We reward children who have taken 10 minutes at home to practise, with rewards such as house points, stickers, and reward charts.

Each child has a reading notebook where parents, teachers and children can make comments on their reading. We also hold parent evenings where we provide parents with information to enable them to support their children in developing their reading skills.

We know how important reading is. Learning to read opens doors for children and offers them opportunities to learn more and more. They truly can read to learn! As well as a vital life skill, reading can broaden all our horizons and bring endless pleasure. And that is why reading is treated with such high regard by Thurgoland Primary School.