

Reading at Richard Clarke

At The Richard Clarke First school we promote a broad and balanced curriculum full of opportunities to consolidate, extend and maintain learning and skills in many areas. This is particularly pertinent for reading. By providing children with exciting, challenging and enjoyable reading opportunities this aims to develop all purposes for reading: reading to challenge, reading to acquire, reading to talk, reading to consolidate and above all reading for enjoyment. In order to do this we pride ourselves in offering a variety of reading experiences across the school day.

Guided Reading

The obvious opportunity is during our guided reading sessions. Engaging guided reading sessions take place every day and all children practise a particular reading skill whether that is decoding, inferring, predicting, evaluating and many more. As demonstrated in our year group guided reading rotas, children carousel around a range of fruitful activities throughout the week e.g. from fun phonic sorting activities, reading TA interventions, buddy challenges, computing exercises and engaging comprehension activities that measure children's understanding of a differentiated text through letter writing, predicting and reviewing. We use the Oxford Reading Tree scheme to assess, develop and engage our young readers and ensure a child is sufficiently challenged and supported through formative and effective weekly assessments against the curriculum and a variety of balanced assessment foci. Children also take home a Rigby Rocket book that is pitched at a slightly easier level to promote fluency and confidence by taking away those phonetical barriers. At times we opt to carry out whole class guided reading sessions if focusing on a particular strategy and use different forms of texts such as newspaper articles, chapters from longer texts and articles.

Phonics

The Early Years Foundation Stage and KS1 focus on the letters and sounds scheme. Through daily systematic and synthetic teaching of phonics we revisit, teach, practise and review a variety of ability related phonemes and their grapheme/phoneme correspondents, spelling rules and common exception words (for both reading and spelling). Phases 2 and 3 are the main focus during reception, phase 3 (revisit) 4 and 5 are developed in year 1 and then a recap of phase 5 and the teaching of phase 6 is then applied in year 2. However, we always ensure all the needs of the children are catered for and differentiate the phases accordingly to both challenge and support the progression of all children within each year group. Flexibility and regular formative assessment is key. Children in KS1 receive phonics related home learning that consolidates and extends the learning that happens in school.

Support for Spelling

During KS2 children have the opportunity to learn spelling strategies that are highlighted and put into context during their reading. If there is a particular spelling rule the class are developing, seeing it in action in a text further reiterates and encourages the children to apply that particular rule in their writing and when they are thinking like a writer for the reader.

Library

At Richard Clarke First school children are taught that reading comes in all shapes and sizes from the word go. Our library offers all children the opportunity to take home a variety of texts, fiction, fantasy, sci-fi, adventure, non-fiction and topic related books they can enjoy. With a dedicated team of library volunteers this enables a productive, accessible and fruitful reading environment.

The Curriculum

Reading experiences are implemented throughout the whole curriculum. We focus on key texts and a variety of genres in literacy where children can think like readers for their writing. Children can develop their writing by reading, collaborating, role play and discussion all stimulated by the texts they read and listen to. Reading is not restricted to guided reading and literacy, it is promoted and integrated in the whole curriculum. Internet research skills during our computing, worded problem solving in numeracy, secondary sources for historical enquiry, research when thinking scientifically are just a few of the example where reading is developed and contextualised.

A Final Word

We know reading doesn't stop at the end of the school day. Reading for progression and enjoyment continues at home. The Richard Clarke First School strives to offer a personalised, relevant and successful reading journey so if parents/guardians or children have any queries or suggestions we want to collaborate and develop the whole reading experience.