

READING

By the end of Year 7 children should be able to read fluently, expressively and confidently from a wide range of reading material, read with understanding any material suitable for their age and ability level, enjoy reading both for pleasure and as means to access information. This will enable children to become, independent, critical, life-long readers and learners.

Heinemann Story Worlds is the main school scheme in the foundation stage and at K.S.1. There is a clear understanding that it is the teacher's job to teach reading (it is not enough to send reading home to be learned for the next day). Parents of K.S.1 pupils are given leaflets prepared by the staff to explain use of library books, reading books, paired reading as appropriate. Children have regular access to the school library and are encouraged to take library books home and to take books from the school scheme home when they are confident with them, as part of a confidence building exercise. Obviously in K.S.1 much time needs to be set aside for the teacher discussing books with children and reading to them to instill a love of and respect for books.

In upper K.S 1 and into K.S.2, children will move away from the core readers and focus on group novels. During ERIC time pupils are encouraged to become increasingly more independent in their choice of reading material. Children will be encouraged to discuss their choice of material with the teacher, who should ensure that it is as appropriate as possible. Formal reading aloud of reading texts to the teacher should be decreasing as children move towards the end of Primary School, children should also have plenty of opportunities to read other material aloud to the class and others.

Guided reading sessions are timetabled in each class on a daily basis, with each group having 2 sessions a week. The number of sessions will be dependent upon the ability of the group. During ERIC time children will participate in planned literacy activities such as silent reading, literacy games, ICT activities or I-pad sessions.

Children with Special Educational Needs will read and be read to in school each day using a scheme which caters for their individual needs. In Ardstraw Jubilee Primary School a number of schemes are available, such as Dandelion Rockets and Launchers, Wellington Square, Wolf Hill, PM Readers and Rapid Reader. Reading homework will be set each night and in Upper Key Stage 1 and Key Stage 2, children will complete reading notes as part of their reading homework.

The foundation stage

Reading

We will follow the revised curriculum and try to ensure that by the end of foundation stage, the majority of children will be able to:

- Understand that words are made up of sounds and syllables and that sounds are represented by letters (phoneme/grapheme awareness);
- Recognise different types of text and identify specific features of some genres;
- Read and follow simple instructions;
- Use a range of reading cues with increasing independence and begin to self-correct;
- Read on sight some words in a range of meaningful contexts;
- Begin to read with expression in response to print variations and punctuation, for example, *sounding surprised, sounding angry, stopping at a full stop*;
- Use extended vocabulary when discussing text, retelling stories or in their emergent writing;
- Make links between personal experience and the text, for example, *'My cousin broke my chair.'*;
- Make and give reasons for predictions;
- Understand the purpose of and use environmental print;
- Browse and choose books for a specific purpose.

The following are the requirements and strategies for reading which will be undertaken in the foundation stage.

Through modeled; shared and guided reading sessions pupils should be enabled to:

- **Read with some independence;**
 - Beginning with wordless books from a variety of schemes.
 - Moving on to photo books – teacher writes child's sentence under photo (photographs taken from around the school).
 - Finally with children being introduced to Heinemann Story World in accordance with Teachers Manual (to children who are ready!).
 - This will be used in conjunction with the story world's computer program.

Pre-reading activities; matching (pictures, blocks, pegs), odd one out, what's the difference (card games), letter discrimination, orientation exercises.

- **Read a range of texts including digital texts and those composed by themselves and others;** a range of activities to ensure that children see books as a source of pleasure.
- **Sequence stories in reasonable detail using appropriate language;** picture sequencing.
- **Use word structure to develop reading;** word learning games – flashcards, jigsaws, colouring and matching activities and recognition of own name.
- **Develop auditory discrimination and memory;** memory games as mentioned previously.
- **Develop visual discrimination and memory;** draw/paint characters from books.
- **Share a range of books with adults/other pupils;** weekly use of library – encourage books home for reading by parents to children.
- **Know how to handle and care for books;** teacher modeling; discussion.
- **Understand and use some language associated with books, for example, cover, spine, author, illustrator;** use big books to establish concept such as words, parts of a book, directionality etc.
- **Select and use books for specific purposes;** topic work.
- **Develop concepts of print;**
- **Listen to a range of stories, poems and non-fiction texts read to them by adults/other pupils;** daily reading of books – teacher to class and repeating favourites.

Key stage 1

Reading

We will follow the revised curriculum and try to ensure that by the end of Key Stage 1, the majority of children will be able to:

- Recognising different types of text
- Begin to read aloud with expression in response to print variations and punctuation
- Talk about their own experiences and feelings to understand text
- Give reasons for their predictions
- Choose books for a specific purpose
- Retell and sequencing texts in reasonable detail, using appropriate language
- Use a range of reading cues with increasing independence and beginning to self-correct

Heinemann Story World - Level 7- 9

- Key words - Guide – average child to recognize 100 by end of P3
- Linguistic Phonics – Stages ----
- Begin to compare/recognise types of books – factual/story books
- Matching sentences to pictures
- Sequencing picture/sentences
- Introduce cloze procedure (key words/rhyming words)
- Beginning of written comprehension
- Word puzzles
- Read aloud (voluntarily) own stories/familiar stories

Heinemann Literacy World (P4)

- Reinforce key words
- Linguistic Phonics Stages
- Begin to introduce alphabetical order for dictionary skills (picture dictionaries, word books)
- Compile word lists to describe characters
- Introduce authors, read other books by same author
- Sequencing poems
- Modelling (interpreting text with diagram)
- Begin to use reference books/internet searches/websites
- Increasing use of reference books, including dictionary/encyclopedia including computer reference books
- Silent reading

Key Stage 2

Reading

We will follow the revised curriculum and try to ensure that by the end of Key Stage 2, the majority of children will be able to:

- Express interests in and preferences for certain texts
- Read aloud, inflecting appropriately to assist meaning

- Show some awareness of empathy by reflecting the thoughts and feelings of the characters
- Justify their responses by inference, deduction or reference to evidence within the text
- Use a range of sources to find, select and use ideas and information to investigate a topic
- Reflect, analyse and discuss the meaning of texts
- Reading independently

Activities

- By P5 the average child should no longer be using a reading scheme
- Begin to develop responsibility for selection of own reading materials
- Group cloze, prediction and sequencing activities
- Read poems, fiction and drama
- Developing the skills of finding appropriate material from reference books and internet
- Variety of material for comprehension – books, magazines, T.V. Times, etc.
- Keeping a record of books read
- Oral books reviews
- Empathise with characters in stories

- Written book reviews (occasionally)
- Use of more formal information texts – telephone directory
- Summarise key ideas in texts
- Book study
- Sequence story in comic strip format

- Group cloze trying to get as many suitable words as possible
- Book discussions
- Classify library

- Write an addition to a book being read (perhaps taking a character role)
- Compare different reports of same news
- Newspaper Study
- Write, illustrate and read books for P1 children
- Use information texts – Yellow Pages/Travel Brochures, etc.
- Begin to approach text critically - look for bias, etc.
- Reading aloud for Assembly, etc. from prepared texts