

Early Reading

At Medina Primary School we are determined that every child will learn to read by the age of six. We have a consistent approach to the teaching of early reading throughout the school. We aim to develop a love of reading, to provide systematic phonics teaching that enables children to read rapidly and to give children opportunities to apply what they have learned across the curriculum.

Phonics

At Medina Primary School, early reading is taught using synthetic phonics as the main approach to reading. We use the Read, Write Inc scheme which is a systematic programme and is taught from the beginning of Reception.

Pupils are systematically taught the phonemes (sounds), how to blend the sounds for reading, and how to segment the sounds in order to write words.

Children are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught how to read high frequency words (we call these red words) which do not completely follow the phonic rules.

Daily Read Write Inc lessons are fast paced and engage all children.

All pupils are assessed using the Read Write Inc assessment materials. The Reading Leader then uses this to assign all children to a Read Write Inc phonics group. Children are regularly assessed to enable them to move to the next group. The school has clear expectations of pupils' phonics progress term by term from Reception to Year 2. All pupils who join the school are assessed to identify their phonics knowledge.

Readers who are falling behind

The Read Write Inc teacher quickly identifies a learning barrier for an individual child in their group, this concern is then passed to the class teacher using written notes and follow up discussions. The class teacher then addresses this concern.

The Reading Leader quickly identifies children who are falling behind the programme's pace and targeted support is immediately given. This support includes the child being identified as being a Regular Reader or following a Better Reading intervention. Children eligible for Better Reading are monitored by the Inclusion Manager. The Reading Leader monitors the termly progress of the lowest attaining 20% of children (YR-Y6) in each class.

Statutory phonics screening check

At the end of Year 1, all children undergo a phonics screening check. This is a statutory assessment, introduced by the government, that began in 2012. All children in Year 1 take the check and children who did not meet the expected standard in the Year 1, are supported to catch up.

Other reading strategies

Phonics is seen as one aspect of a rich literacy environment. Stories, poems, rhymes and non-fiction are chosen to develop pupils' vocabulary, language comprehension and a love of reading. All classes have a daily story time in order to become familiar with and enjoy listening to a wide range of quality texts. Reading is celebrated through our wider curriculum topics. Teachers revisit quality texts to embed the vocabulary and enable children to become familiar with story structures.

Parents and carers of children for whom English is an additional language, are encouraged to read the book in the home language, to help children's understanding and language development.

Home Reading Books

Teachers ensure that the books early readers take home for reading are in line with their phonic knowledge. Children are encouraged to read this book at least 3 times at home in order to develop confidence and fluency. Children read the same book to the class teacher or teaching assistant in school. New reading books are sent home weekly.

Listening to children read individually develops a range of reading skills as well as reinforcing what has been taught during discrete phonics lessons. All staff have been trained to ask good quality questions in order to ensure children develop important comprehension skills.

Children who are identified as needing support have further opportunities to read with teaching assistants or other adults working in the class. Those children who do not receive support at home are targeted for extra support within school. They are rigorously monitored by teachers.

Pupils also select a library book of their own choice, often linked to their own interests or a familiar author. Pupils are encouraged to discuss their preferences and make recommendations to their class. Wherever possible, parents/carers are expected to read the library book to their child.

Parental involvement

Parents/carers are shown how they can help their child read at home both through individual appointments and workshops. RWI training clips are shared with Reception parents via Tapestry.

Reading at Key Stage 2

We aim to prepare our pupils for their future education by ensuring they become fluent and are able to comprehend text and enjoy reading.

Teaching Reading

In KS2, we use the Destination Reading approach, which focuses on the strategies of: predicting, inferring, asking questions, evaluating, clarifying, making connections and summarising.

New words are always discussed carefully because we know that reading broadens pupils' vocabulary. We usually teach using a whole class text that we aim for pupils to know really well. Most often this text links to our writing curriculum so that pupils have a good model to support them to think like a writer. Paired and whole class discussions are central to our reading lessons.

Home Reading Books

Pupils move on from Read Write Inc books to a 'supported text' before progressing to become a free reader. Pupils are supported with their choice of book and encouraged to read a range of genres and authors.

Love of Reading

We use a variety of ways to foster a love of reading. We talk to pupils about books that are closely linked to the class text, often using the idea that 'if you liked this, you might like....'

Teachers read every day to their pupils so that pupils can be wrapped around by a good story, fascinating information or an engrossing poem. We encourage reading ambassadors to promote their most loved books in assembly. We use every means at our disposal to make sure that pupils value the time they spend reading. If pupils do not learn to love reading while they are in primary school, they are unlikely to do so during their secondary education.