



## The Teaching of Reading in Stamfordham First School

RWI - ensures every child will learn to read, together with a rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics.

### Guided Reading

Focused teaching and assessing for Guiding Reading from Reception onwards. Differentiated groups. New GR scheme 'Bug' books and E-book software for all levels. New Poetry and Playscript group texts purchased.

All Guided Reading texts labelled as the Home/School Scheme and organised in the Library to ensure texts are easily accessible.

Children are assessed using APP and progress monitored termly.

Children, particularly more confident readers, are taught what the Reading AFs are and how the children can develop their own reading skills in relation to these.

### Non-Fiction borrowing Library

Newly refurbished Non-Fiction Library. New books are regularly purchased to update stock. All books have been labelled and organised using the Dewi system.

Children throughout the school are able to choose and borrow a book once every three weeks. Children in Classes 1 and 2 choose from any categories of books in the library. Children in Class 3 have a 'Genre Passport'. This ensures that children read texts from a wide variety of different Non-Fiction subjects. The children are encouraged to choose books from a variety of different genres and they receive 'reading themed' prizes when they have done so.

Year 4 children are Librarians, on a rota, helping to ensure the lending system is kept up to date and the Library remains organised. Don, from the Library Service, runs annual training sessions for Year 4 children. This involves an explanation about how libraries are organised in general and specifically how the Dewi system works.

A trained TA oversees the school system, with the support of Class Teachers.

### Library Service

School has bought into the School Library Service. We receive termly topic packs connected to topics being taught in school. We also have a termly visit from 'Don, the Library Man' who allows the children to choose a Fiction book to read in school. He also performs a story telling session, to each class.

### Home/School Reading

The School Scheme is organised using the Cliff Moon, Individualised Reading system. The Scheme has a variety of different books from different publishers, but is primarily Big Cat and Oxford Reading Tree. We now have a good number of higher level books for the top end of the scheme. This includes more Playscripts, Fiction Classics and Myths and Legends. Project X books have also been purchased for children who are 'reluctant readers'. Teachers and TAs ensure careful management of home/school books to maintain accurate views of progress, to ensure children read regularly and to ensure parents are involved in supporting their children to learn to read. Throughout school, partnership with parents, with regards to on-going reading progress, is largely monitored through the Reading diaries.

### Whole Class reading

Whole class reading sessions take place, in each Class, at least twice a week, in order to encourage a 'love of books'. In KS2 this also allows longer texts to be enjoyed. These are often linked to the Class topic and Igniting writing theme.

### Intervention organisation

Within RWI, Tutoring groups or individuals are identified, via the whole school phonic assessments and the ongoing monitoring of those children completing the RWI Phonics Scheme. These children are 'Tutored' over three/four short sessions, for at least a two week period.

Children who are identified as having specific or ongoing difficulties, also receive intervention such as the 'Sound Linkage' programme or 'Toe by Toe'.

### Evening Parents Reading Workshops

Parents workshops take place regularly. Parents are given: an overview of the importance of reading in all areas of the curriculum; the opportunity to look at resources used to teach reading; ideas of how they can help and support their child at home.

### Ensuring correlation between all the aspects of the teaching of reading

Oxford University Press has produced a correlation chart showing how RWI, Oxford Reading Tree, Cliff Moon colour banding (our home/school banding system), National Literacy Strategy and National Curriculum levels link together. At SFS we use this to ensure class teachers can rigorously monitor progress and see that all the aspects of teaching reading, correlate with each other.