



Approaches to Reading at Our Lady of Walsingham Catholic Primary

At Our Lady of Walsingham we aim to enable all children to enjoy reading a range of materials with fluency, accuracy and understanding. We want children to become enthusiastic about reading and consequently become confident and independent learners. Children are encouraged to bring their books of interest into school to read during the day. We believe in the value of books and the pleasure they can give. By using different approaches for different children, and a variety of texts, we hope to inspire children's interest and enthusiasm in books and a love of reading.

At Our Lady of Walsingham Primary School:

- Reading takes place on a regular basis for every child. Children are encouraged to read at home daily and a variety of books are available for children to use both in school and at home.
- Children are taught reading strategies through shared reading during English sessions and during guided reading sessions at least once a week. During guided reading sessions children who are not the focus group undertake different activities, such as reading individually or with a partner, follow-up work from a previous guided reading session, poetry reading, playing word games, sentence structure work, listening to story tapes, reading to another adult, or using talking books on the computer. All children have their own Reading Journal to record their thoughts and ideas about the book they are currently reading.

- Corridors and classrooms are full of appealing books where children can browse in comfort. Wall displays, pictures, notices, topic words and captions are on view to stimulate an interest in reading.
- A wide range of books, both fiction and non-fiction, including big books, poetry, picture books, folk tales, traditional tales, myths and legends, plays and dictionaries are used in each classroom.
- Children are encouraged to browse for books on their own, with adult helpers and each other, to read for pleasure as well as information. Children in all years are actively encouraged to bring in their own books of interest to read during the school day.
- We Offer a wide range of reading material so each child may have a breadth and variety of text in order to challenge and deepen understanding.
- Letters and Sounds is introduced at Foundation Stage, using a synthetic phonics approach, to support the teaching of reading, writing and spelling, and continued throughout key Stage 1 and 2 to consolidate learning.
- Children are given opportunities to read in a variety of contexts – individually, to an adult, to an older or younger pupil, as a member of a group, to the class, in assemblies and in school performances.

Reading Schemes at Our Lady of Walsingham

At Our Lady of Walsingham Primary School children are assessed in reading at the beginning of each year to assist the teacher with groupings and selecting the correct reading materials. Our books are organised into coloured bands to ensure that children are given an appropriate book that matches their current reading ability, and that has suitable challenge.

Oxford Reading Tree



We believe that this reading scheme makes learning to read fun, with stories that children want to read. At the early stages, the stories focus on situations children recognise from their own experiences, such as having a wobbly tooth, losing a favourite toy, and making a mess. The stories are carefully written using simple, natural-sounding language that children can understand. 'Key' words are repeated throughout the storybooks so that children gradually increase the number of words they can recognise and read. Each Stage builds on and extends the reading skills and words learnt from the previous Stage. The amount of text is gradually increased, more pages are added, and new characters are introduced. At every Stage the teacher will use the wide range of Oxford Reading Tree resources to support children's reading development. Word games, language activities, workbooks, talking stories on CDROM, Oxford Reading Tree Online, as well as story tapes mean that your child is practising reading in many different and enjoyable ways. Poetry and playscripts will be introduced so that the children learn to read different types of writing. By the time they complete Oxford Reading Tree, your child should be a confident and independent reader.

Better Reading Partnership



We also believe in the Better Reading Partnership to provide support for children who don't always find reading easy. The Better Reading Partnership was developed by Bradford Local Authority in 1996 and has been highly successful in supporting pupils in Key Stages 1, 2 and 3 who have difficulties with reading. A thoroughly-trained teacher, teaching assistant or volunteer delivers a 10-week programme of three 20-30-minute sessions a week. Gains of 6-9 months in reading age have commonly been reported, along with improvements in pupils' confidence, independence and enjoyment.

Read Write Inc.



Ruth Miskin's dynamic whole-school literacy programme, rooted in synthetic phonics, is designed to get all children reading by 6. It is supported by inspiring professional development combined with tried and tested daily sessions. It requires a rigorous and systematic approach with a clearly defined, structured progression and effective classroom management strategies to ensure success for every child.

Guided Reading



For guided reading we have a wide selection of books including fiction, non-fiction and poetry books. These books are kept in a central area for each key stage and arranged according to year groups. A record for each guided reading session is kept by the class teacher, indicating any notable information on how each child coped with the text and any ways to further increase progress in reading.

What is Synthetic Phonics?



Synthetic Phonics:

- teaches letter/s-sound correspondences at a quick pace (around one a day) and immediately teaches how to blend the sounds for reading e.g. c-a-t is cat, b-u-s is bus, s-t-o-p is stop
- teaches phonemic awareness so that the sounds can be identified all-through-the-word and written e.g. cat is c-a-t, bus is b-u-s,

stop is s-t-o-p, boat is b-oa-t

- teaches main digraphs (letter combinations) – for blending and segmenting (identifying the sounds all-through-the-word)
- teaches irregular keywords (tricky words) – blending them but noting the regular and irregular/unusual parts
- uses decodable texts initially – free choice of books when there is fluency
- has blending all-through-the-word as the first and main strategy for reading unknown words
- word patterns covered at a later stage – for spelling rather than for reading