

Reading at Green Lane

Reading is fundamental to the development of every child and countless research projects show the links between developing good reading skills from an early age and future success in life. At Green Lane our aims are:

- to teach every child to become a fluent and confident reader
- to give children the reading skills necessary to enable their learning in all subjects
- that each child grows to enjoy reading in order that they become lifelong readers.

For the teaching reading to be successful, it needs a balanced and creative approach which includes:

- the systematic teaching of phonics,
- a focus on reading for meaning and reading for enjoyment.
- the development and understanding of a rich spoken language and vocabulary

This leaflet explains our approach and outlines how you can help your child at home.

The Systematic Teaching of Phonics

Phonics is the process of connecting the sounds of spoken English with letters or groups of letters and then blending those sounds together to read and write words. For the majority of children phonics is taught and mastered in Key Stage 1. However, some children continue to need phonics teaching and/or revision in Key Stage 2 and, where this is the case, this teaching will take place in their literacy and/or reading sets.

Reading for Meaning and Enjoyment

In Key Stage 2 the teaching of reading consists of two main elements:

- **Reading for Meaning** – a) Reading to develop comprehension skills in order that children can understand and interpret what they read and b) reading to gather information as an integral part of teaching and learning across the curriculum and c) reading to connect with and understand the experiences and thoughts of others

- **Reading for Enjoyment** - Reading for enjoyment is the fundamental key which underpins the teaching of reading and, as such, forms an important part of our whole-school reading strategy. Encouraging pupils to enjoy reading does not just foster positive reading attitudes but will also have an impact on attainment.

Both of the above take place across the whole curriculum, whilst the specifics and 'nuts and bolts' of reading are taught in lessons called Guided Reading. To assist their learning your child will bring home their current Guided Reading book for further practice. This book will often be the one your child will have been working on during Guided Reading lessons in school.

This may be asked to:

- re-read and practise a part they have already read
- read a number of pages before the next session
- look at something specific ready for the activity that they will be working on during in the next Guided Reading lesson
- carry out a related activity written activity such as a book review

Please take the time to support your child with this and initial the Reading Record Bookmark located in their Home Reading Wallets. **As their book will be needed in school almost every day, your child's Guided Reading book must be returned daily.**

As they move through Key Stage 2 children will be introduced to an increasingly longer and more sophisticated range of books, and to a variety of authors, in order to help create a 'love of reading.' Supporting your child in enjoying and sharing these books is just as important a part of helping them to learn to read as hearing them read books out loud was in early Key Stage 2 and in Key Stage 1. The role of parents in supporting these processes is vital. Simply reading the words is not enough. The discussion and re-reading of the text is vital to help embed the total range of skills required to become a fluent reader. Children need to discuss their thoughts about the book and events in it – reading for understanding is key to a child's development.

In order to encourage reading for pleasure, and assist their progress, each time your child's Reading Record Bookmark has twenty entries in it they will be entered into a prize draw during celebration assembly.

