

# Reading at Meadows



'The books transported her to new worlds and introduced her to amazing people who lived exciting lives ... she travelled all over the world while sitting in her little room in an English village.'

**Roald Dahl, Matilda**

## Reading at school

We encourage a love of reading amongst all our pupils at Meadows First School. Every day we enjoy sharing stories, poems and non-fiction texts in our 'Drop Everything and Read' time. By making these sessions fun, the children are encouraged to read for pleasure as well as to develop valuable learning skills. The children to keep us informed about their favourite stories and authors so that our class libraries are stocked with a wide range of popular books as well as children's magazines.

## Early Years

In Reception, the children begin the process of reading by sharing books with an adult. In the early stages these books may not have words, as pupils are encouraged to develop comprehension skills through the use of picture and contextual clues. This also helps to develop their vocabulary and imagination. As the children are introduced to phonics, they can begin to apply this knowledge by blending sounds in order to read simple words. They also begin to recognise 'tricky words' which cannot be sounded out letter such as *said* or *was*. We have a variety of reading schemes linking in with the 'Letters and Sounds' programme which we use to structure our phonics teaching at Meadows. These books are colour banded to match phonics taught and to allow the children to progress at their own pace.

## Key Stage 1

In Year 1, the focus is still very much on reading through phonics. The children learn all the remaining letter combinations needed for decoding words (such as 'ay' as well as 'ai' taught in Reception). They also begin to learn that some letters can be pronounced in different ways such as 'ow' in *owl* or *snow*. In the summer term, all pupils complete national screening tests to ensure that their phonic knowledge is secure. Children at Meadows approach these with confidence and attain good standards. The minority of pupils not achieving the national standard are supported in small booster groups to help them catch up with their peers.

The children regularly practise their word reading and comprehension skills by reading to an adult in guided groups as well as individually. In Year 2, the children are expected to build their fluency by reading words automatically without overt sounding out. Reading skills are also taught as a whole class activity with shared text extracts. Most pupils progress rapidly through the colour banded book system. Children falling behind are identified quickly and interventions are put in place.

## Key Stage 2

By Years 3 and 4, the teaching of reading focuses more on comprehension and responding to texts. We find that these skills are most effectively taught in whole class English lessons. By sharing quality texts together, the children are able to identify techniques used by authors and poets which can be applied to their own writing. This is known as 'Reading into Writing'. We also have guided sessions twice a week where pupils can continue to practise their word reading skills, developing their use of expression. The children continue to have colour banded books available to take home although many of our Key Stage 2 pupils are 'free readers' and can choose from a wider range of books. Of course, all children have access to these books in our 'Drop Everything and Read' sessions where we can share texts that may be above their personal word reading level.

Children in Key Stage 2 classes love the opportunity to support to the younger pupils through our 'Buddy Reading' scheme which takes place each week.



## Reading Interventions

If children are not progressing as expected or we feel they need a confidence boost, we use an effective intervention programme called 'Rapid Reading'. The children use a computer package to develop both their word reading and comprehension skills. We have trained staff who lead these sessions and monitor the children's progress closely. As an alternative to this strategy, we also have resources to implement another programme known as 'Better Reading'. Children needing one-to-one support benefit most from this approach.

**Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."**

**- Roald Dahl**



## Reading at home

Research shows most important

to help with their child's education. It is best to read little and often so we ask parents to put aside time for it every day. Think of ways to make reading fun so that your child learns how pleasurable books can be.

In Reception and Key Stage 1, children have reading diaries to keep a record of their progress at home. Key Stage 2 pupils use their planners. These records are checked each week in school and the children are rewarded with stickers for regular home reading.

that reading is the thing parents can do

**CHILDREN ARE MADE READERS  
ON THE LAPS OF THEIR PARENTS.**

**- EMILIE BUCHWALD**

