

Let Your Light Shine To All

(John Wesley)



Reading Overview



Our reading resources are taken from a wide variety of published schemes - our main ones include Oxford Reading Tree and Big Cat Phonics that are colour banded and levelled to aid progression in reading skills. Children from Reception onwards are given reading books to take home and share with parents and carers. We suggest you read with your children at least three times a week to promote a love of reading and support you child in their development. As children's reading skills develop and they become fluent readers they will be encouraged to choose 'free readers' from the library.

We are very proud of our recently refurbished library of fiction, non-fiction, encyclopaedias and poetry books. In our current library system, the children are able to borrow books and we have excellent Year 6 Librarians' who take responsibility for logging the books in and out and ensuring the library is in order. In addition to this all classes have their own reading areas, which include year group appropriate texts. We also have guest readers who come into school each week and shares stories with our younger children.

At Burscough Bridge Methodist School children will:

- Be encouraged to develop a love of books and reading so that reading is seen as a pleasurable experience.
- Read a varied selection of texts whilst gaining an increasing level of fluency, accuracy, independence and understanding.
- Be able to read a text and retrieve and infer information.
- Be taught to read using a range of strategies including phonics, picture clues and whole word recognition.
- Use their reading skills in all areas of the curriculum.
- Have regular access to the school library.
- Have daily opportunities to share or read books and be encouraged to read at home.

Specific Objectives

Word recognition and decoding – Children will:

- Apply phonic knowledge and skills as the prime approach to reading unfamiliar words using *Letters and Sounds*.

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	On Entry - Phase 1 Aut Phase 2 Spring Phase 2 Summer Phase 3	On Entry - Phase 3 Aut Phase 4 Spring phase 4 Summer phase 5	On Entry Phase 5 Aut Phase 5 Spring phase 6 Summer phase 6				
Key Words	Phase 2/3 tricky words Letters and Sounds	Phase 4/5 tricky words Letters and sounds	Year 2 common exception words	Year 3 common exception words	Year 4 common exception words	Year 5 common exception words	Year 6 common exception words

- Develop additional strategies to assist with word recognition and decoding e.g. read to the end of the sentence and see if the context of the sentence helps to decode the unknown word.
- Read independently and with increasing fluency longer and less familiar texts.

Understanding and Interpreting texts – Children will:

- Show an age appropriate understanding of key elements of different texts.
- Read for meaning with a developing knowledge of inference and understanding.
- Make predictions showing an understanding of ideas, events and characters.
- Explain organisational features of texts e.g. alphabetical order, bullet points and captions.
- Explain how language can be used for different effects e.g. comedy or dramatic effect.
- Children will take part in guided reading sessions to further develop the skills of understanding and inference.

Engaging and responding to texts – Children will:

- Listen with enjoyment to a wide range of texts and respond with relevant comments, questions or actions.

- Distinguish between fiction and non-fiction texts and the different purposes for reading them.
- Select books for personal reading and give reasons for their choices.

Intervention:

- Teachers will make regular assessment of the progress being made by all children in reading. If a child is not making the expected progress in reading they will be identified as a 'targeted reader' within class and additional phonic input, or other appropriate intervention, may be put in place.
- We pride ourselves on all staff being approachable and will always discuss any concerns raised by parents about their child's progress in reading at the earliest opportunity.

Please refer to specific year group for expectations within reading.