

Mill Lane Primary School - Reading

Nursery

Sound of the week to develop recognition of letter sounds.

Phase 1 phonics taught 3 times a week.

Stories read to children.

Children shown and encouraged to look at books linked to topic.

Library books chosen each week.

Reception

Children do reading with an adult during planned focus activities.

During the day children have the opportunity to use word wheels, word lotto, sound games, phonics mats, book of the week, pointing / reading sticks and name cards to copy or trace.

New words linked to learning are also on velcro on the wall for children to read.

Children are divided into 6 groups. Each group shares a book with an adult.

Most days the children have a 3 o'clock story.

The class have a taught phonics session every day.

Afternoon topic sessions are usually accompanied by information text and non-fiction books or PowerPoint.

Class 1

For the first 50 minutes of each day children read one to one with an adult.

Children read a minimum of 3 times a week to an adult - some children read daily to an adult if this is needed.

Children receive a 20 minutes phonics lesson daily - these are differentiated depending on ability.

If a child is finding an area of phonics difficult then there is an intervention x3 weekly.

Children choose from the school library each week.

Stories are read in class to encourage a love of reading.

Class 2

Phase 5 and 6 phonics taught daily.

An oxford reading tree book is sent home and children are listened to in school at least once a week.

Some children read two/three times a week if they need it.

Children are encouraged to choose a library book which matches their ability.

Comprehension tasks are given up to three times weekly.

At the beginning of an English unit whole class reading is taught with differentiated texts followed by comprehension questions.

Guided reading with an adult takes place each week for all children - these books do not go home.

During science and topic units, children read non-fiction texts and answer comprehension questions.

Stories are read out loud by the class teacher to develop a love of reading.

Class 3/4

Some children read with an adult most days if needed

A class novel is read at least 3 times a week - children share in the reading

Weekly half hour reading comprehension

Children share reading of class texts in English, Topic, RE and Science

Morning work time is silent reading at least twice a week

The class visit the library every week and children share books with each other.

Phonics intervention twice a week for children who need it

Class 4/5

Independent reading on a morning - reading scheme books that can be taken home.

Shared reading with a teacher on a morning with targeted questions.

Comprehension reading then answering questions as a class.

Reading and answering comprehension texts related to topic and science takes place each half term.

Each child can take two library books home on a Friday.

One to one reading with an adult if needed

Learning tricky words by sight for those who need it.

Class novel - children listen to their teacher read to them.

Class5/6

Reading to an adult as an intervention if needed.

Reading Boosters each week.

SATs buster reading questions during morning work.

Shared reading with an adult in a group during morning work.

Reciprocal reading - children read together and ask questions.

Comprehension skills as part of English lessons and also linked to topic or science.

Each child has a reading book they can bring home - we are considering introducing a reading record for parents to track what their children do at home - there will not be teacher comments in this.

Class stories - teacher reads to children for pleasure.

Library books chosen each week.