

Reading

The development of literacy is fundamental in all areas and therefore is given high priority in this school. The four language modes - listening, speaking, reading and writing - are interdependent and of equal importance. The purpose of language is communication, therefore the child must learn to speak clearly, listen attentively, read with comprehension and write with clarity and legibility. In order to do this, the basic skills have to be mastered and the practice of them will be consistent, progressive and balanced in line with the National Curriculum.

In Reception the Foundation Stage curriculum is followed and Literacy is taught through the Communication, Language and Literacy area of learning. Early Reading Research (or ERR) is taught in both Reception and KS1. Children are taught to read and spell through 3 daily sessions of 12/15 minutes. Children are taught all 26 letter sounds, letter combinations and 100 high frequency words. It is based on a program which teaches children how to 'synthesize' i.e. put sounds together to help with reading, and to 'segment' i.e. starting with the whole word and breaking it up to help with spelling and writing. It teaches children to 'decode' phonically (by sounding out) and also by 'whole word recognition'. Within each session children practise these skills and read a wide range of fiction and non-fiction books. Children are taught on a whole class basis through a strategy known as "my turn" (where teachers model how to read), "let's do it together" (where teachers and children read together) and "your turn" (where children read on their own).

We believe that reading is an essential skill for life, used for both enjoyment and information and as such we consider it to be a major task in our teaching. Our aim is to help children to develop as independent, critical readers, who have a good understanding of books and stories and who enjoy reading for a wide range of purposes.

We teach reading using structured reading books and other relevant resources. We provide children with access to a wide range of quality reading material in a variety of genres and which reflect different cultures.