

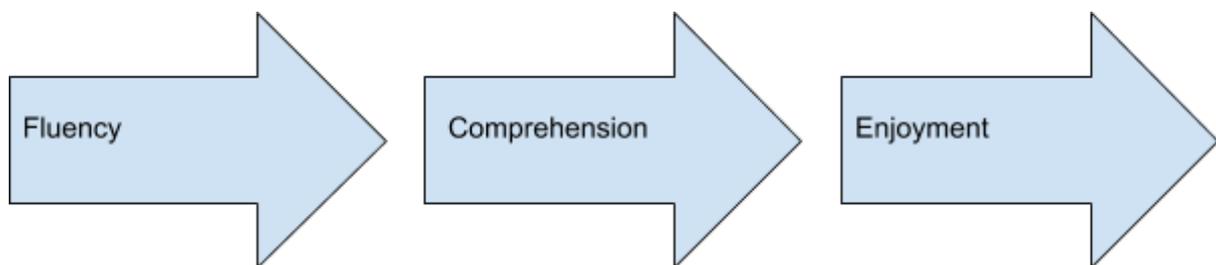


Reading at Middle Barton School

At Middle Barton, we promote reading for enjoyment from the first day at school through quality texts being read to our children both at home and at school. Our Early Reading Expert, works closely with parents to ensure all children are given the tools and disciplines to learn to read and parents recognise the important part they play in this.

We take a 'teaching to read' approach, rather than 'hearing readers'. All our staff and volunteers receive training. We understand that reading is the access to learning and is a fundamental requisite for learning across the wider curriculum.

We have the fundamental understanding that reading is a progression of three elements



Fluency is achieved through a phonics programme, decoding and a variety of taught strategies.

- ❖ Automatic word recognition
- ❖ Rhythm
- ❖ Expression
- ❖ Smoothness

Phonics

- ❖ Daily phonics sessions with mapped out progression and supporting books to ensure consistency.
- ❖ Phonics is taught using the **Phonics Play** programme, with resources and activities from the scheme being used daily.
- ❖ Phonics sessions are approximately 15-20 minutes and follow a teaching sequence:-

Introduce - Let the children know the learning objective and get them motivated for the session.



Revisit - Tackle any areas of previous learning that assessments have shown to need more work.

Teach - Explicitly teach the phoneme/grapheme or skill identified in the learning objective.

Practise - Play games to rehearse the new learning as many times as possible.

Apply - Read or write sentences that involve the new learning.

- ❖ Phonics is tracked throughout Early Years and Key Stage 1 and children are assessed at least termly and at the end of a phase.
- ❖ At the early stages of reading, the children are taught to decode texts by following a synthetic phonics programme.

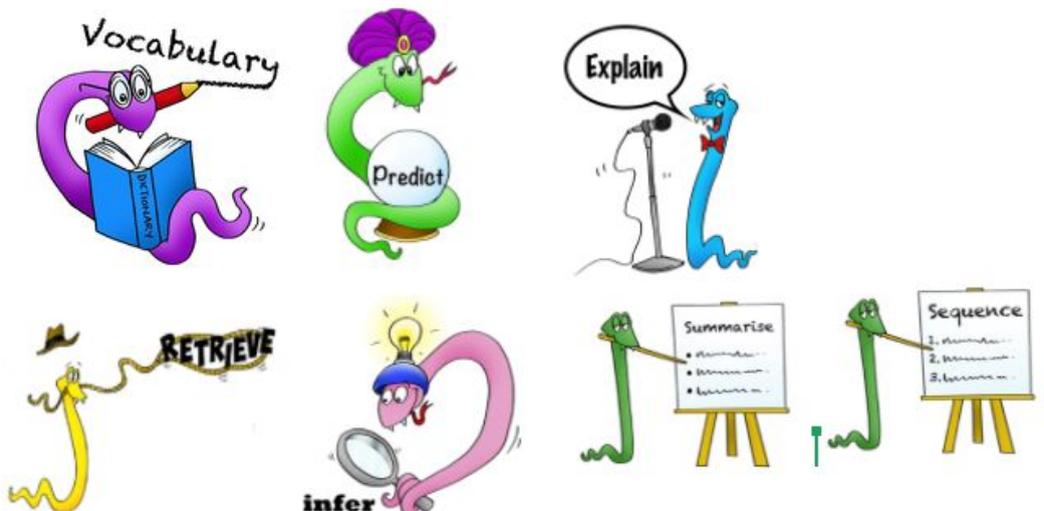
Scheme Books are used from Reception to Year 6. These are carefully planned using Book Bands which are a proven approach to developing successful readers. The Book Band system enables us to carefully grade our books by difficulty level. Predominantly, we use a variety of Oxford Reading Tree, Collins, Storyworld and Oxford Literacy.

Without fluency (95% accuracy on the text being read) comprehension cannot be achieved.

Children know there is a distinctive difference between these books where they are learning fluency and the books they choose to read at home for enjoyment.

Comprehension

Comprehension is modelled using VIPERS as a memory tool for the children.





Enjoyment

- ❖ Reading takes place in all classes everyday in a variety of forms, including whole class quality texts, individual reading and group work.
- ❖ Children use the school library to develop their reading for enjoyment and this is open every lunchtime with guest readers.
- ❖ Adults are timetabled to read to children everyday within class.