



Company Registered Number: 8517255

# St John's Primary School

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## Teaching Reading at St. John's Primary School

### Foundation Stage

At St. John's we aim to develop our pupils' love of reading right from the start of their school life. We welcome our new Foundation Stage pupils to an after-school Story Club in the summer term before they start school in September. In Foundation Stage, staff share a range of stories with children and encourage them to join in with familiar or repeated language. Reading behaviour is modelled for the children and they are encouraged to share books with each other in our cosy reading corners. We use storytelling strategies to develop pupils' listening and oral skills, introduce new vocabulary, develop memory and embed sentence patterns and story structures. The children are surrounded by books, signs and labels so that they are immersed in a print-rich environment. Staff use the Early Years Foundation Stage curriculum to plan their teaching of reading.

Children are encouraged to take a library book home to share with their parents as soon as they start school, and this is changed once a week. Once the children are settled in school, they begin Guided Reading sessions with their teacher. They will begin by using picture books to retell the story and then they move on to using 'Phonics Bug' and 'Oxford Reading Tree' books that match the phonics progression in Letters and Sounds. Guided Reading takes place once a week, and the children are encouraged to discuss the text and use comprehension skills. The children take home their Guided Reading book to share with their parents, as well as a colour banded book from the library. Parents are welcome to change the book banded books with their children if they wish. We are lucky to have volunteers who come in to school on a regular basis to hear children read individually.

Phonics is taught through daily group sessions, using the Letters and Sounds programme, together with a wide range of practical resources such as magnetic letters, pictures, word cards and phonic games. These sessions are interactive and engaging and develop pupils' knowledge of sounds and the letters which are used to represent them. Regular assessment allows the Foundation Stage teacher to ensure that the pupils are receiving phonics teaching at an appropriate level for their needs.

### Key Stage 1

In Year 1, children continue to take 2 reading books home. One will be a phonically decodable book from the Oxford Reading Tree scheme which they are given by their teacher. This book is read at school in a Guided Reading group with a teacher or Teaching Assistant and then taken home to read with parents. It will be linked to the daily phonics lessons the children are having in school. We also have a wide range of books from a variety of reading schemes which have been "colour banded" according to their level of difficulty. Children choose one of these books to take home alongside their phonically decodable book. Supported by their parents, they can swap this personal choice reading book when they are ready.



As well as their Guided Reading sessions, children continue to be taught reading skills through whole-class reading activities, daily phonics lessons and storytelling. Pupils' phonic knowledge is assessed formally at the end of Year 1, when pupils take the statutory Phonics test. Parents are informed as to whether their children have passed the test.

Weekly Guided Reading sessions carry on in Year 2, and books are carefully chosen to address the pupils' particular reading needs. After each session, there will be follow up activities for the children to complete independently or with a partner on subsequent days, as part of a carousel of reading, writing and spelling activities. The children also take home an independent reading book of their choice, moving through the colour banded book collection which includes fiction, non-fiction and poetry. These books come from a range of different schemes as well as "non-scheme" or "real" books. Staff regularly check that the books chosen by the pupils are at an appropriate level.

Pupils who need more support with their reading may have 1:1 reading sessions with a Teaching Assistant or may work in a group on interventions such as Project X Code.

Teaching throughout Key Stage 1 addresses the objectives from the Reading Programmes of Study for Years 1 and 2 from the National Curriculum. As well as ongoing assessments throughout their time in Key Stage 1, which take a variety of forms, children take part in statutory assessments at the end of Year 2. The results are reported to parents.

During the course of Year 2, the majority of children complete the final phases of Letters and Sounds during their daily phonics lessons. They then move on to further spelling work, addressing the objectives in the National Curriculum. This spelling teaching also supports vocabulary extension, for example through learning about root words, prefixes and suffixes.

## **Key Stage 2**

In the Junior classes, reading continues to be taught through weekly Guided Reading which focuses on the explicit teaching of key reading skills to develop pupils' comprehension. These sessions also provide teachers with valuable opportunities to assess pupils' reading strategies. Texts are carefully chosen to provide sufficient challenge to the pupils, support vocabulary enrichment and promote discussion of the author's intent and language choices. Pupils further develop their understanding of the texts through structured activities undertaken independently before and after their Guided Reading session. They use Reading Journals to respond to the texts they read.

Within English lessons, children are taught to read a wide range of different text types, including fiction, non-fiction and poetry, linked to their current topic. Pupils learn about the language and organisational features of each genre and consider the purpose and audience of different texts. At the end of Year 6, children's reading is formally assessed through the KS2 national tests (SATs) which include a Reading paper.

In the Junior classes, phonics continues to be taught to those pupils who have not yet secured their phonic knowledge.

Throughout Key Stage 2, pupils are expected to take a reading book of their choice home each day, to read independently or with their parents. Children use their Reading Diaries to record their comments about the reading they do at home. We encourage parents to continue to share books with their children and talk about the plot, characters and language

as well as the children's reading preferences. Different classes use different programmes which teachers have devised to promote reading at home, such as "Libraryopoly" and "iRead."

### **Pupils with Special Educational Needs and Disabilities (SEND)**

If a child is struggling with reading then diagnostic assessments will be carried out to identify their difficulties. These assessments are used to plan appropriate interventions. Additional interventions are carried out in both Key Stage 1 and Key Stage 2. The school provides a range of texts, including dyslexia friendly books and electronic books as appropriate. For older pupils who find reading difficult, we provide books which have an appropriate interest age but have a lower reading age.

### **Reading for Pleasure**

We seek to promote a love of reading in all of our pupils and we do this through a number of activities. Classes have a class novel, which may be linked to their current topic, and which provides great enjoyment and a shared experience, as well as giving further opportunities to develop children's comprehension. Storytelling strategies and drama techniques are used in order to teach children key texts and support the development of both oral and written language. Children have access to a wide variety of books, including a range of fictional genres, non-fiction and poetry, which they can borrow from the school libraries and class libraries and take home. Older pupils take on the role of "Reading Buddies", supporting and encouraging younger pupils with their reading.

Pupils at St. John's also have opportunities to visit the local library and the Story Museum in Oxford and we also welcome storytellers, authors and poets to our school. Classes also attend author events at Bookfeast, the children's literary festival held each year in Oxford; these trips are always very popular and wonderfully inspiring. In addition, we celebrate World Book Day each year, with a variety of engaging activities across the school. We hold regular Book Fairs in school where children and their parents have the opportunity to buy books. Year 6 pupils take part in a Book Club with a local bookshop owner and we also organise regular visits to the bookshop for children to choose new reading books for our libraries.

If you have any questions about the teaching of reading at St. John's, please don't hesitate to speak to Miss Nicky Hughes, Headteacher, or Mrs Sarah Burgess, Assistant Headteacher and English Co-ordinator.