



Together we grow, Together we achieve

The Teaching of Reading at Pippins School

At Pippins School we will provide the following conditions for learning to read:

Immersion

Children at Pippins School will be surrounded by written texts. Classroom environments will be alive with books and reading matter of all kinds, where their own writing is displayed and shared.

Reading to our children should happen almost every day, in all classrooms, and shared and guided reading will be everyday activities.

Sets of Guided Reading books covering all levels from Emergent (Pink Level) to Brown / Independent level are shelved in colour levels for quick location to be used in the classroom. Guided Reading book lists are available so books read, can be tracked by each group. Guided Reading sets are also available in genres of Plays and Poetry at middle / upper levels.

To establish the Guided Reading level children should be reading at, i.e. reading with 90% - 95% accuracy can be carried out by using the PM Benchmark Kit in which staff have been trained; training of new staff is on-going.

Teachers are encouraged to take shared reading group work with their classes.

In shared reading, children see the text as they hear the words in a co-operative learning experience. The text may be available in individual copies of the book, on the Smartboard or in a big book form. The support given by shared reading ensures that the children can appreciate the text as a whole and can enjoy and appreciate the text. Transactional texts often present reading difficulties and shared reading is an ideal way to provide support for our readers, to help them overcome the challenges in these texts.

Phonics is taught daily to Foundation and KS1 children using the 'Jolly Phonics' programme, following on with 'Letters and Sounds'. A variety of approaches, including computer programs, are used for whole class teaching, ability grouping and sometimes individual learning in phonics.

Demonstrations

To become aware of different kinds of texts, our children will see demonstrations from teachers reading and writing different kinds of texts. Modelling will be repeated in different ways and in different contexts as our children learn in different ways.

When demonstrating, teachers will talk out loud about what they are doing and why, as they model. By following the teacher's modelling, our children discover what kinds of questions to ask themselves as readers and how to go about dealing with specific reading challenges.

Engagement

Children at Pippins will engage actively with the language in which they are immersed, and with the activities and strategies they see demonstrated by teachers and support staff at Pippins School.

We will work to have our younger pupils believe they are 'real readers' and be confident while participating and interacting with text. Alongside guided and shared reading, opportunities will be given for independent silent reading, play reading, timetabled library class times and meaningful follow-up reading activities.

Expectations and Praise

Positive expectations of our pupils will be held by all staff who will praise efforts our children make while learning to read and when taking part in reading activities. Our children will also recognise that mistakes will be made along the way, and see them as stepping stones to success.

Responsibility

When children first arrive at Pippins School they will need to share with their teacher, the responsibility for learning to read. As they are given increasing responsibility for their own learning, they begin to use all the strategies they have been taught to become a reader and apply them.

In Guided Reading our children will be encouraged to take responsibility for their first reading of previously unseen text. They gradually learn to select their own reading material when searching for information from the library or when reading independently for recreation. They become more responsible for their Home Reading as they progress through the school and by upper KS2 are taking responsibility for their own choices of home reading material.

Approximations and Risks

Teachers at Pippins School will encourage our pupils to take risks making their own approximations, based on the print they see, when their experience is that their attempts are accepted. By accepting our children's approximations and asking questions which help them make meaning from the text, teachers will help our pupils to use appropriate strategies so that, eventually they will gain the skill and confidence to regulate their own reading.

Practice and Use

Evidence shows that for most children, the more exposure to texts they have, the better readers they are likely to become. Expert readers are those who have developed a large repertoire of skills and understandings related to reading and language. Such skills come only with practise.
Practice will occur in the course of purposeful reading.

Response

Feedback will be honest as well as positive. Pippins staff will offer genuine responses and communicate with children in all aspects of the reading process.