

Teaching Reading at Glebe

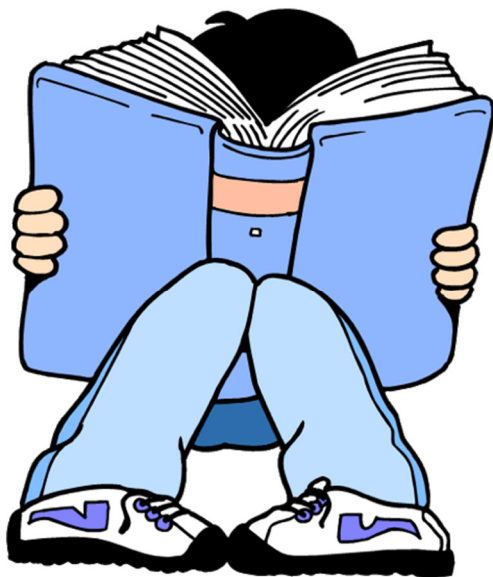
We regard reading as the most fundamental skill that children need to have and therefore it plays a central part in pupil learning. Children will start to develop phonic knowledge when they join the school in nursery and this follows through in to reception. Teachers will deliver phonics lessons using the published scheme, Jolly Phonics to support this. Children have the opportunity to continue this learning at home and we encourage parents to become fully involved in this.

Teachers will systematically record the progress of pupils' phonics progression and this continues through key stage 1 and 2 until pupils are fully confident in their understanding and use of phonics. Once pupils have a good grasp of sounds and blends they will be given a reading book (this will often be during their reception year). They will be heard reading both at school and at home and children will work their way through progressively more challenging books that form our reading schemes.



Teachers will judge when they are ready to the next level until eventually they are confident enough to become free readers when they have a free choice of books from the school library or from home (this is normally during KS2, depending on progress). Throughout this time we encourage children to read widely and not just from the school scheme books. These only form one part of their reading development.

Both English lessons and the wider curriculum provide opportunities for children to develop their reading skills. As well as developing children's word recognition, teaching increasingly focuses on ensuring that pupils have a full understanding of what they have read and how to apply this knowledge. Pupils also undertake guided reading sessions from Year 1 onwards. These are normally organised in ability groups to ensure the texts chosen are appropriate to the needs of the children. Teachers and other school staff will lead small groups who read passages from books and complete follow up comprehension exercises. Teachers will take notes to plot the children's progress. In Key Stage 2 the school has identified key texts which allow the children access to a wide range of books and authors. Each child is given their own copy of the book which is used as the basis for literacy lessons and pupils are expected to carry out additional reading tasks at home.



In addition to ongoing assessment more formal assessments in reading are carried out at various times. In Year 1 a phonics screening test is undertaken and results are reported to parents. This will indicate if children have a phonics knowledge in line with national expectations. At the end of Year 2 the school will report to parents on children's national curriculum reading level. Pupils are expected to be working at the expected standard for Key Stage 1 and some pupils may be working at a greater depth.

Throughout Key Stage 2 pupils will undertake termly assessments in reading with end of year standards (based on Year group expectations) reported to parents. At the end of Year 6 pupils undertake a reading SATs test which is externally set and marked. Pupils will be given a scaled score, depending on their performance in the test. Those reaching a scaled score of 100 will have met the expected standard. As in Year 2, some children will be working at a greater depth and this will be reflected in a scaled score well in excess of 100.

Throughout key stages 1 and 2 pupils undertake an online reading test to ascertain a reading age. This information allows teachers to identify children who may need additional support and it also allows us to track progress.

Children throughout the school are able to borrow books from our school lending library. The school has also recently invested in an online library where books may be downloaded on to a suitable device at home.



Likewise we work with Ickenham Library on schemes such as the summer reading challenge. The school runs its own similar schemes such as Book at Bedtime over the Christmas holidays.