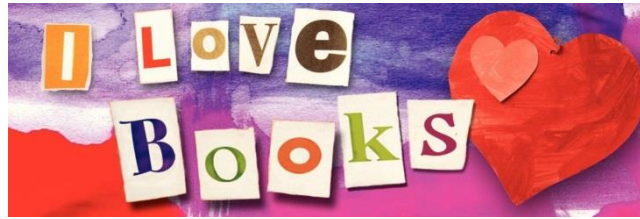


At Portishead Primary, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at Portishead Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

Aims

Our aims are for all children at Portishead Primary to:

- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Become fluent, confident and expressive readers;
- Build their bank of sight words to enable fluent reading;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage.



At Portishead Primary school...

- ✓ All classes are read to by an adult in class
- ✓ Children who read regularly at home are rewarded with certificates and awards in school.
- ✓ KS2 children take part in Reading Quests and TA run, child-led book clubs.
- ✓ We have visiting authors, librarians and trips to the library.
- ✓ Adults use high quality children's fiction as a stimulus for writing in lessons.
- ✓ We have an engaging selection of books for children to choose from.
- ✓ Children spend time each term reading with younger/older children in their buddy sessions.
- ✓ We fully embrace World Book Day and take part in celebrations during reading week.



How we teach reading

In our Reception classes, we have daily 'book talk' sessions. The children learn to handle books, they talk about what's happening and they begin to recognise some key words. This runs alongside a phonics programme so that, when the children are learning letters and sounds, they can always apply the letters and words in the books they are reading.





In years 1, 2 and 3, as well as the teaching of phonics and spelling, there is also a focus on comprehension and reading for enjoyment. We use a 'Book Band' scheme which is carefully graded to move the readers rapidly at first, then more slowly; using one small step at a time. In addition to that, 'Guided Reading' takes place in classes daily; through a carousel of reading activities to further develop word recognition and fluency skills. Each class has a weekly comprehension lesson, where children are encouraged to ask and answer questions about the text, using our 'Reading Dogs/Helping Hounds'. See separate year group reading booklets for more information.

Once children are reading fluently, our task now is to make sure the children are deeply understanding the vocabulary and meaning of the texts they are reading. We use high quality texts as an opportunity to grow a rich spoken vocabulary in our English lessons as a stimulus for writing across the whole school.

In Years 4, 5 and 6, the children have daily 'Ink tank' whole class sessions where they are taught reading and comprehension skills. We use 'Reading Vipers' to support our questioning. These are: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising questions. See separate year group reading booklets for more information.

Across KS2, the children are encouraged to take part in Reading Quests, choosing a set number of high quality children's books to read throughout the year. In addition to this, they all have the opportunity to take part in Book Clubs with a teaching assistant, to further develop and foster a love of reading.

Supporting reading at home

1. *enjoy* **Make reading enjoyable-** Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else and try again later.
2. **Choose a quiet time** - Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough. 
3. **Regular practice** - Try to read with your child on most school days. 'Little and often' is best. We expect all parents to listen to their children read, from YR through to Y6 at least 3 times a week, and record in their reading record/bookmark/journal. Children will be rewarded in school once they have read 25/50/75/100 times at home with certificates and reading awards.
4.  If your child misreads a word, don't say 'That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.
5. **Maintain the flow** - If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters.
6.  One of our core values is 'Partnership'. We know that children who make the most progress with their reading are those who read regularly at home. Try to communicate regularly using the reading records/diaries with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.
7. **Variety is important-** Remember children need to experience a variety of reading materials e.g. picture books, e-books, novels, information books, comics, magazines and poems. 

8. **Don't rush through the book band levels-** In school, we are teaching children to become fluent readers. In guided reading, we read books which children can read with 90-95% accuracy. Their independent home reading books should be able to be read with 95% accuracy. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers. The teachers regularly assess children's reading, before moving them up a book band. It is important that we don't rush children through the levels too quickly.

9. **Talk about the books-** There is more to being a good reader than just being able to read the words accurately. Just as



important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills. Comprehension is taught weekly to all children at school, so the children are used to asking and answering questions about what they have read. See the separate year group reading booklets for examples of questions to ask your child.

10. **Model good reading habits-** children naturally imitate behaviour they see around them. If they see adults enjoying reading, they will be more likely to choose to read. Giving books or book tokens as presents, visiting the library and bookshops and encouraging your child and their friends to swap books are all great ways to foster a love of reading at home.

**THERE IS NO
ENJOYMENT
LIKE READING!**



Excellence in Reading at Portishead Primary School

A guide for Parents

*"The more you read,
the more things you
will know.
The more you learn,
the more places
you'll go."*

- DR. SEUSS

