



Reading for Pleasure

Reading to Learn

Reading for Life!



Dear Parents/Carers

Our aim at East Park Primary School is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations. We endeavour to create an environment which is rich with language and enables our children to develop a love of reading.

We want all pupils to be confident decoders and fluent readers by the end of Key Stage 1 to enable them to access our Key Stage 2 curriculum.

Phonics

In the Early Years Foundation Stage and Key Stage 1, Phonics is taught using the Ruth Miskin Read Write Inc. (RWI) programme, which integrates phonics with comprehension, spelling and handwriting. RWI sets out a detailed and systematic synthetic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by the age of seven. Children learn to read sounds and blend them into words. They apply this phonic knowledge to read and comprehend storybooks that are carefully matched to the sounds they know. Children learn to read these books with a storyteller's voice. The programme supports parents to help their children practise reading at home by providing the children with a *Read Write Inc.* storybook to take home.

After Phonics

The majority of children will complete the phonics scheme during their time in Year 2, although there may be some that need to continue with this to secure their knowledge of the different sounds. Our strive for excellence and love of reading continues throughout KS2 where, through our high-quality reading curriculum, pupils are given the opportunities to read more demanding texts and discuss them openly as well as developing a broad vocabulary and continuing to develop their fluency and stamina in reading. We ensure children of all ages learn comprehension strategies and are able to respond to texts.

Class texts

Each term, pupils read and enjoy a carefully selected text which enhances their vocabulary and use of Standard English; the text enables children to become not only confident and independent readers, but also inquisitive readers who ask questions about what they have read. You can find these texts on our Reading Sequencing document.

Reading for Enjoyment Text

As well as the class text, which provides reading and writing opportunities in the curriculum, pupils enjoy listening to a story being read to them by their teacher every day. Over the year, children will listen to a variety of classic and modern texts, often with themes of diversity or social and emotional issues to help the children understand these more.

School Library

The school library provides children with a wide range of fiction, non-fiction and poetry books for pupils to enjoy. We believe that children who have the opportunity to enjoy reading and choose books of interest will become lifelong readers. At the library, children can choose a book to read independently or they can choose a book for an adult at home to read to them. We have libraries in both the lower and upper schools. Library monitors are responsible for supporting the teacher with running the library and promoting reading at the library and across the school.

We will be opening our libraries up to the children this term and will send more information out about this soon.

Home Reading Books

If your child is receiving phonics teaching within school, they will bring home books linked to their phonics ability. This means they will have been taught the sounds that appear within the book which enables them to read all the words. There will be 'red words' that you may need to support your child to read. The purpose of these books is to develop your child's fluency in reading. Even though they are short, they should be re-reading these books throughout the week to become speedy readers.

Children in phonics groups will also be sent home with a Reading for Enjoyment book, which will contain sounds your child may not have learnt yet. These books are sent home

to share as a family – you may want to read the book to your child or read it together. This helps to develop a love of stories and reading!

Children who are no longer receiving phonics teaching will bring home a book suitable for their age. We have a variety of fiction and non-fiction books to choose from. They can change this independently when they have finished reading it. We also encourage children to read their own books at home.

Our Reading Reward Scheme

The aim of our Reading Reward Scheme is to motivate children to develop their reading skills at home, and to inspire a love of reading that can last a lifetime.

Children who read with their families develop these skills much more quickly and this supports their ability to achieve success across all areas of the curriculum. At East Park, we recognise the important role parents have and want to support this in any way we can.

Children are expected to read 4 times a week at home (roughly 4 x 15 mins sessions). This helps to develop their fluency and their understanding of a wider range of vocabulary. This could be independent reading or reading to a parent or family member. Please make sure you sign your child's reading record every time they read to ensure they are rewarded in school for their effort! Please send this into school **every Friday**.

We have weekly, termly and yearly rewards for the children:

Target	Rewards
Weekly – 4 reads	5 points every time you achieve this
Termly – 40 reads	Green Reader certificate in assembly
Termly – above 60 reads	Gold Reader certificate in assembly
Yearly – 120 reads	You will be invited to an afternoon of fun! <i>If you don't meet the termly target, you can still achieve this by catching up later in the year.</i>
Each term we will also give 'most improved' certificates to those children who have shown greater effort in their home reading.	

We had so many children making a super effort to read at home last year, achieving many of these rewards. Well done!

Our Priorities for Reading

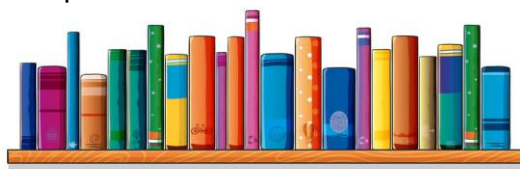
Fluency

Fluency is the ability to read a text accurately, quickly and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension. Fluency and comprehension require automaticity in phonic decoding and word recognition skills. Practice, practice, practice creates the automaticity we require for fluency.



Reading independently, with an adult (out loud)

Make time for 1:1 reading. This is where the child reads out loud to an adult who is actively listening, supporting and questioning whilst helping the child improve their reading skills. Reading aloud benefits fluency as the reader needs to be able to read with proper oral expression, which requires comprehension of the text.



Wide Reading

The other main strategy is wide reading. This involves a broad variety of texts, from a range of quality authors, across a range of genres. This also involves reading often, reading for pleasure, as well as information.



Comprehension

Once the children become fluent readers, our aim is to prioritise developing the following skills:

- Explain the meaning of words (in context)
- Retrieve and extract information and identify key details.
- Summarise main ideas (from a paragraph/page/chapter)
- Read between the lines and make inferences, justifying these with evidence from the text.
- Predict what might happen from details stated and implied.

Yours sincerely,
Miss E Farrar
Reading Lead