

Reading in Key Stage 1

Reading is at the very heart of our learning in St Joseph's and the reading process in Key Stage 1 is centred on children fostering positive reading behaviours and attitudes, to become life-long readers. We use an engaging approach to develop and promote reading, which integrates both decoding and comprehension skills. Across the week, children are given regular opportunities to practise reading through shared/guided reading sessions; 1:1 reading with adults; quiet sustained reading time and chances to read for information across the curriculum.

Shared reading – During shared reading sessions, children read a text as a class, discussing and answering questions, looking at the layout, language features, use of punctuation, sentence structure, the intent of the author, choices that the author has made and responding to the text at a level beyond that at which they can read independently.

Class reader – Each class will have a book linked to the theme they are studying which they will read with their teacher most days. They also use these books for shared and guided reading.

Guided reading – All children participate in a weekly cycle of guided reading focusing on fluency and expression, as well as the areas addressed during shared reading. The cycle consists of a guided read with the teacher followed by focused sessions on a key reading skill from the KS1 domain list: define, retrieve, sequence, infer and predict. Children complete collaborative and independent tasks relating to the weekly domain focus using modelled and structured support as appropriate.

Independent reading – We promote reading for pleasure at every opportunity and set aside dedicated time for children to read independently throughout the day.

Additional reading activities – Children have constant access to high quality books in their classrooms and libraries and have the opportunity to respond to these books in a variety of ways. Reading takes place across all subjects of the school curriculum and we strive to improve and apply children's skills at every opportunity.

Phonics – The teaching of phonics to young children using Letters and Sounds is a gateway into the world of learning to read and write competently. We aim to secure phonic knowledge, understanding and skills in order to blend sounds together for reading and segment for spelling. Building on from these skills, we equip the children with a range of reading strategies to decode and interpret a wide variety of texts. From Year 2 onwards, No Nonsense Spelling is used alongside Letters and Sounds to teach phonics and spelling. As well as new learning, this provides a key focus on consolidation to ensure that children have the opportunities to practise and embed their phonic knowledge, building on their knowledge and understanding to apply these skills in their independent reading and writing.

Home reading – Children bring home reading books which are suited to their own reading ability to practise and refine their skills further. Discussion and experience of sharing books with family and friends are key features of home reading and book banded bookmarks provide specific guidance on appropriate questions and discussion points.

In school, we utilise a range of different reading schemes as we believe that breadth of reading is important to nurture a love of reading. The schemes include fiction, non-fiction and poetry using Collins Big Cat, Oxford Reading Tree – Snapdragons, Songbirds Phonics; Pearson Bug Club phonics books.

We also have a vast array of quality non-scheme books for those children who have completed the lime reading level.