



**Burford Primary School**  
Priory Lane, Burford, Oxon, OX18 4SG



Tel: 01993 822159 Fax: 01993 822792  
Email: [office.2251@burford-pri.oxon.sch.uk](mailto:office.2251@burford-pri.oxon.sch.uk)  
Head Teacher – Mrs Jenny Dyer  
School website: [www.burford-pri.oxon.sch.uk](http://www.burford-pri.oxon.sch.uk)

*'Respect, Aspire, Achieve'*

## **Reading at Burford Primary School**

### ***How do we teach reading across the school?***

As many of you are aware, reading is the key to unlocking your child's educational opportunities and development. Reading ability affects your child's progression and achievement across the whole of the curriculum and it is vital that we do all we can to ensure your child is happily reading without a struggle. In school, we have varied practice for supporting and developing reading and we are always looking at new and innovative ways to further improve. Here are some of the ways your child is developing their reading in school:

#### **Daily Guided Reading Sessions**

These are daily reading sessions that last approximately half an hour and can be taught in small groups with a mix of supported and independent tasks, or as a whole class.

Lessons are designed to develop a range of skills such as: comprehension, decoding, inference, discussion and debate and understanding of the author's viewpoint.

As a school, we have many resources that support children's development at all levels and have recently invested in some high quality comprehension materials that allow the children to develop deeper thinking and investigative skills surrounding what they have read. We also use books without words to promote discussion and debate and read passages aloud that encourage children to find the hidden meaning or make predictions about what they have heard. Many of the reading books that children see within the reading scheme are also used in sets for a group reading session where

children read aloud in front of their peers and take part in in-depth discussion about the story or topic of the book as well as its contents and features.

Within our ODST partnership we have excellent professional development opportunities to ensure we are up to date with the latest pedagogical thinking behind development of reading skills throughout the primary phase.

## **1:1 Reading**

A modern curriculum gives little time for teachers to spend periods of time hearing each child in their class read 1:1 on a daily basis. We do however; fit this in whenever there is a snippet of time as it is always a golden opportunity. We are really lucky to have some excellent reading support workers who volunteer as a boost to regular class provision and have recently linked with a reading charity who provide trained volunteers to add to our team. In our Early years setting, the curriculum allows for staff to strive to hear readers' 1:1, on a daily basis, allowing much of their phonic learning to be put into daily practice.

When staff listen to children read, they are checking to make sure many important factors are in place and developing appropriately:

- Phonic recognition and application
- Fluency
- Comprehension
- Expression
- Inference ( hidden meaning)
- Opinion
- Author's viewpoint

## **Phonics and High Frequency Words**

Standalone phonic sessions are taught daily in Foundation stage (Warwick) and Key Stage One (Windrush) with lots of phonic emphasis feeding into Guided Reading and writing sessions. Phonic teaching continues into Key Stage Two (Y3-6) as children develop their skills and start to apply phonic principles to spelling and decoding of more sophisticated language.

In school, we follow the National Curriculum phonic programme which is called letters and sounds. Within 'Letters and Sounds', teaching incorporates the first 300 high frequency words that have been identified within our language. The children learn these words using a mix of phonic knowledge and rote/sight. Our Mission 300 system organises the first 300 words into lists of 10 in the prescribed order according to Letters and Sounds. At Burford, we have an expectation that the children will practise these words at home; firstly reading them and then writing and spelling them in blocks of 100 to support class work that is designed to give each child the tools for early reading and writing.

## **Class Reader Texts**

Reading should be an absolute pleasure and at times when children are learning, it can seem like a chore. In school, we feel it is extremely important for children to listen to stories and immerse themselves in a book without necessarily reading it for themselves. Picture books (largely illustrated with text) are shared across the school and longer chapter books are shared on a daily basis to build up a meaningful dialogue around a text. We often choose titles that would be a stretch for some, providing us with great talking points on; word and phrase meaning, slang, rhyme, historical and geographical facts etc.

## **The Reading Ladder**

Each term, the teachers come together to discuss what books they feel would bring a new flavour and challenge to their current range of material within their classes. Through fundraising and grants we are lucky enough to receive new books for the children to enjoy as a relaxed reading challenge over the course of a term. The children read the book either with a parent, a member of staff or solo and then let us know what they thought in the form of a book review. Those who engage well with the ladder challenge; receive a token prize to mark their effort and engagement with the wealth of titles on offer.

## **The Reading Scheme**

Our reading scheme is organised into coloured book bands distinguished by a coloured sticker on the spine of the book. The scheme consists of a mix of books and genres with the bulk of books up to 'Gold' coming from the Read Write Inc. scheme which works alongside the order in which we teach the 44 phonemes in phonics.

Some book bands get very busy when readers develop at similar rates so it is very important that books are changed regularly and returned to school for other children to use. Teachers assess children on a regular basis during daily Guided Reading sessions to make sure they are confidently working within their current band before moving on. It is our wish that we broaden reading ability as much as possible and avoid a linear approach which can impact on more complex skills later on. It is therefore very important to have a dialogue from home to further inform our assessment.

Teachers carefully track against a large amount of set criteria that stretches beyond decoding, it is therefore vital that parents support the level set by the teacher and not push to move their children on through the colour bands too quickly. As previously mentioned, we welcome your comments from home to inform our assessment so please do speak to your child's teacher about their current stage of reading if you have a concern or comment.

## ***How can you support reading at home?***

### **How often?**

Children need to read **every day** in order to develop the skills they need to be successful in later life. Reading is more than decoding words and the only way to get proficient enough to become skilled is to practise.

We appreciate modern life often leaves little time for even the necessities and therefore have an expectation that you will hear your child read **at least four times a week**.

Each child has a yellow reading record which should be signed each time you read with your child. You can use this book as a means of communication with your child's teacher which is a brilliant way to target areas that need more focus before a problem develops.

### **What if my child can already read?**

The majority of children will be able to read with a good degree of fluency once they head towards the end of Key Stage One (Year 2). It is very important that you still listen to them in order to fine tune and ensure they are fully understanding what they are reading. Much like in school, you should be looking for:

- Accuracy of word reading
- Fluency
- Expression
- Use of punctuation
- Understanding

### **What about Phonics?**

In Warwick and Windrush Class parents will receive phonic workshop sessions in order to support phonic development at home and have class handbooks (also available on our website) to act as reminders. Some tablet Apps act as a good occasional boost at home for those early readers (as long as they are programmed in an accent that your child uses) and class teachers can advise on which ones are beneficial.

Older children still need phonics in their toolkit and should be encouraged to take their time to read (decode) unknown words in this way if appropriate. Not all words in our language are phonetically decodable which is why some just need to be learnt by sight. Phonics is also important for development of writing as children use their knowledge of phonics to spell.

## Tips!

- Try to establish a routine with reading practise with a regular time and place
- Keep calm and be really encouraging
- Use your local library to provide a range of books that your child is interested in, you don't always have to read a school book
- Encourage school books to be changed on a regular basis
- Talk about what you are reading – be a reading role model
- Talk about what they are reading
- Keep sessions short when reading is a struggle
- Try to end each session on a high
- Keep in contact with your child's teacher via the yellow reading record
- When using single letter sounds try not to say 'uh' after the sound, keep the sound pure...think of the word c-a-t if each letter was pronounced with an 'uh' after it, it would be cuatu!
- Be aware of digraphs and trigraphs too ( these are sounds that are made of of more than one letter) for example the 'o' expressed as oa - goat, the 'a' sound expressed as ai - wait