

MOTIVATION TO READ

Reading is the most important of life skills. In school we are constantly striving to promote reading and reward regular readers. Practise makes perfect with reading skills but we also want children to read for pleasure and for information gathering.

READING RAFFLE

We want ALL children to read at least five times a week out of school time . An adult needs to sign the reading record to show that this has happened. On a Friday all the children who have met this challenge will receive ten minutes extra playtime and their names entered into the reading raffle. One name is drawn out during assembly and the child chooses a book from our selection.

GOLDEN 90!

Last term we introduced a new incentive. If 90% of the children were in the reading raffle on Friday the following Monday the children would have 30 minutes of GOLDEN TIME . This would involve a range of both in and outdoor activities being set up around school and the children choosing what they would like to do for the session.



NEW BOOKS

We are constantly updating our reading material in school. A significant investment was made in Key Stage 2 readers this year which has included the much loved graphic novels.

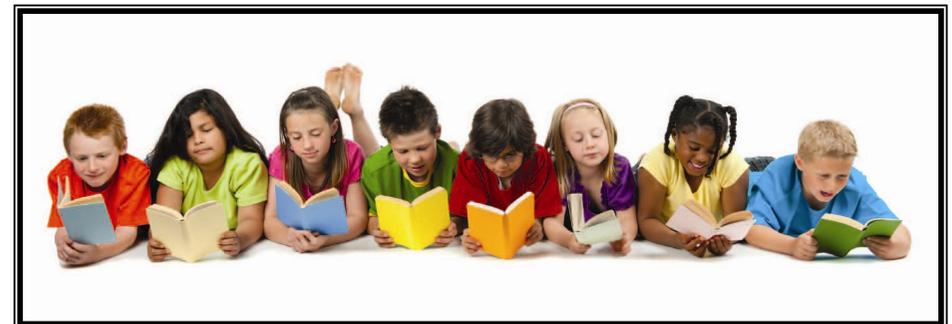
CLASS READING

Each class has a reading area with periods of time set aside so that they can access it. Books are promoted and shared by staff and children. Each class also has an allocated library slot and children are encouraged to borrow books.

TADCASTER EAST COMMUNITY PRIMARY SCHOOL



Everything you need to know about reading!



LEARNING TO READ

At our school the approach we use for teaching reading is Jolly Phonics. The five principal skills taught in Jolly Phonics are:

LEARNING THE LETTER SOUNDS.

These are the letter sounds and the order in which they are taught.

LETTER FORMATION

The children are shown how to form and write the letters.

1. s a t i p n
2. c/k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo oo
6. y x ch sh th th
7. qu ou oi ue er ar

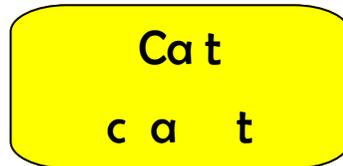
BLENDING

When the children are confident with their sounds they will be encouraged to use their knowledge to build words



IDENTIFYING SOUNDS IN WORDS

The children are taught to break the word down into sounds and write what they can hear.



TRICKY WORDS

These are words that the children need to learn as they do not fit into the normal phonic pattern but occur frequently in reading and writing.

Tricky Words	Tricky Words	Tricky Words
1 I	11 are	21 go
2 the	12 all	22 no
3 he	13 you	23 so
4 she	14 your	24 my
5 me	15 come	25 one
6 we	16 some	26 by
7 be	17 said	27 like
8 was	18 here	28 have
9 to	19 there	29 live
10 do	20 they	30 give

- When the children are secure enough in their knowledge of the sounds and are able to blend them independently they will be ready to move on to our reading scheme.
- Songbirds is a phonic based scheme and is published by Oxford Reading Tree.



DEVELOPING READING

As soon as the phonics are secure and the children are reading books from the school scheme there are two main ways in which reading is developed.

INDEPENDENT READING

Throughout Key Stage 1 children bring home books to read to you accompanied by a reading record book so that you can write down what your child has read and how they did. The book the child brings home is a levelled book that they should be able to read well and can practise the skills they have learned. Encourage your child to answer questions about what they have read and discuss what they liked or disliked about the text and why. At this stage it is very important that your child develops their comprehension skills.

GUIDED READING

For four sessions each week the children work in groups with readers of a similar level. They work on a challenging text supported in their small groups by focused teaching. To support this they also complete a range of independent learning activities.