



25.3.18

Dear Parents,

Reading at Worplesdon

As a result of feedback from parents, I thought it would be helpful to clarify our reading policy and how we teach reading at Worplesdon with a particular focus on the use of Guided Reading.

At Worplesdon we believe all pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

The National Curriculum for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that our teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

At Worplesdon we teach the skills of reading through phonic sessions, whole class shared reading and guided reading. For some children, individual reading intervention will be necessary at different points of their school life.

Guided reading is small-group reading instruction designed to provide differentiated teaching that supports children in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress.

Guided reading enables children to:

- o Apply their reading strategies;
- o Use their reading skills in a supportive setting;
- o Compare their interpretations of the text with others;
- o Read silently and think critically in a cooperative environment;
- o Receive support as they monitor their own reading.
- o Develop their inference & deduction skills within a discussion with their peers (reading beyond the literal).

Guided reading enables the teacher to:

- o Explicitly support children in their application of word identification strategies;
- o Monitor which word identification strategies a child is using and how effectively they are being used;
- o Model the use of word identification strategies that are not well understood or applied;
- o Explicitly support children in their application of comprehension strategies;
- o Monitor the comprehension of individuals;
- o Model how effective readers monitor and manage their comprehension.

As Worplesdon each child benefits from two (25-30 minute) sessions each week, led by the teacher and teaching assistants within the classroom. It is important to note that in order for children to consolidate their learning within guided reading sessions, we depend on parents to listen to their children read at least four times per week. As a result, children have daily access to our individual reading books which they are encouraged to change frequently; these books should be at an instructional level whereby they can read 90% without support. Early readers (book band pink to green) are asked to read their book three times to aid fluency and to secure their recall of high frequency words. Once children achieve orange book band, they are no longer required to read their book three times but will instead be asked to re-read one or two pages to improve fluency.

I hope this letter has been informative. If you would like to discuss the content of this letter further, please do not hesitate to contact your child's class teacher.

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