



How we teach reading at Robert Mellors Primary Academy

The culture of reading.

Here at Robert Mellors books and reading are an integral part of every child's learning, every day. Staff and children share books that they have enjoyed in class and in assemblies and we reward children for regular reading at home with the gift of a book. We have developed a beautiful, calm library space alongside reading corners in classrooms which are stocked with high quality books that children want to read. Reading events are held regularly within school where you, as parents and carers are able to enjoy time sharing a book with your children.

The culture of reading.

From our youngest readers in FS, through KS1 and into KS2 we are constantly measuring the progress our pupils make in their reading skills. We understand the simple view of reading that shows that pupils must develop their skills in phonics and decoding in order to move onto more advanced skills. Once this is mastered they are able to develop skills in comprehension, prediction, retrieval and inference.

Early reading and phonics.

Children are introduced to reading through a focus on rhymes, singing and quality stories. Our youngest children can take a 'magic bag' home to share and our older children use the 'bedtime book chest'. Story time is an important part of the daily routine and children learn to develop a love of reading through this daily session.

Daily Phonics lessons support children in their recognition and use of phonics when reading and writing. They take place in every FS and KS1 class. They give pupils the opportunity to practise the correct pronunciation of sounds, and read, write and apply these in their own work. Phonics is integral to the teaching of reading with our younger children as without the ability to phonically decode words children are not able to independently read and comprehend texts.



Whole class reading lessons.

Whole class teaching of reading happens on a weekly basis in KS2. Children are taught to increasingly use their independence to read a text, identifying “Meaning Breakdowns” (words or phrases they don’t understand). It takes time to learn how to fix breakdowns by using a dictionary, reading around the word or using an illustration to help. This is clearly modelled by teachers. They work to show their understanding through using skills such as retrieval, prediction, vocabulary understanding and inference.

Group reading lessons.

Group reading also happens on a weekly basis in KS2. During these sessions the children work in small groups to read and discuss a text. We aim to read whole children’s novels by the end of KS2 and the texts are carefully chosen to match the ability of each child. Lead by an adult, the children get the opportunity to read independently or as a group, discuss tricky “meaning breakdowns”, talk about the characters and plot of the text and the intentions of the author and share their views and opinions of the book.

Reading diaries.

All pupils have a school planner in which they can write down how often they read at home. For our youngest children, this is done by you as parents and carers but as your children move through the school begin to encourage independence in their recording of reading. It is checked by staff members every week and we expect that our pupils will read 3 times a week at least. We reward regular reading with the prize of a book.

If you have any questions about your child and how to help them learn to read, please pop in to see your class teacher, who will be happy to help.

