

# Reading



The Merton Primary School  
*To be the best we can be.*

Developing children's discrete word-reading skills and comprehension, as well as the desire to nurture children's love of books and reading, underpins our curriculum at The Merton with books often being used as hooks into our lessons and themes.

We recognise that that decoding and comprehension are increasingly intertwined as children master the skills of unlocking text; each relies on the other if children are to become life-long readers. We believe that reading is a passport to the world and that quality literature opens children up to ideas, experiences, places and times they are yet to, or might never, experience in real life. School will be the key place where children come into contact with books, however, we also strongly believe that reading for pleasure outside of school gives further opportunities to learn about a myriad of things that cannot be covered by a school curriculum.

To promote high standards of reading, our intent is to ensure that all pupils:

- read fluently and with good understanding across the curriculum
- develop an interest in books
- become independent and reflective readers
- become immersed in rich and varied vocabulary
- develop a range of reading strategies and skills to allow learners to understand, reflect upon and respond appropriately to what they have read
- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction and make links to how this can be used to be a successful writer
- develop children's experiences through the use of libraries, technology, reading clubs, book fairs and theme days.

Reading skills are taught as part of a rigorously planned English curriculum based upon the National Curriculum expectations from each year group. Reading lessons are whole class and specific reading skills are planned for. Inspiring and challenging texts are specifically selected or generated dependent upon children's phonics phase and level of reading development.

## Reading for Pleasure

Here at the Merton we celebrate and immerse ourselves in books and ensure there is quality time daily to simply enjoy a book that reflects us as global citizens, allows us to reflect on events in the world or simple a story that is written to be enjoyed. We explore fiction and non fiction and spend time reflecting upon the vocabulary and events as we listen...



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## Early Reading



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Children starting with us here at The Merton Primary School are matched with a 'home' reading book within the first few weeks of school. Class teachers match this specifically to children's ability and phonetical awareness. In the vast majority of cases children start with a picture book to build up their 'book knowledge' and their story telling skills. Within the first term at school, children also take home 'sight' (Tricky Troll) words to learn, which match the phonics curriculum. Children's books and sight words are changed regularly. Children in EYFS are heard to read weekly by either their teacher or a TA. Children needing extra support with reading will be listened to more frequently. In EYFS and KS1, books are changed weekly and children are listened to individually dependent upon need. Here at The Merton we have invested heavily in high quality banded and phonetically decodable books from Oxford Owl. We have a diverse selection of fiction and information texts to hook and inspire our children as they learn to master the skills of reading. We take great care to match children with a weekly home reading book that matches and reinforces the new sounds they are learning in their phonics lessons. As children move through KS1, they continue to progress through the book bands with a greater shift from decoding to comprehension and inference and read a range of phonetically decodable and 'end of phase' books to match their reading level of development. It is important to remember that a 'phonics first approach' is key to unlocking the text for our youngest readers.

As children move through the school and enter into Key Stage Two, children focus on comprehension skills. We have recently invested heavily into the Oxford Owl books and therefore children are reading books closely matched to their acquisition of reading skill, fluency and comprehension level. Alongside this teachers and adults will model successful reading throughout whole class reading sessions whereby learners will be exposed to a range of quality texts and will be encouraged to read aloud and respond in a variety of ways to the texts that they read.

### **Book selection**

In EYFS and KS1, children are given banded books which are reviewed individually at the start of the year by class teachers. Alongside matching books to the letter sets taught in phonics sessions a running record is completed and adults spend time talking to children about their reading and understanding of what they have read before matching books to children. The class teacher repeats this process when children are deemed ready to progress to the next level. The process of matching children to text continues into KS2 and once children have progressed through the reading stages they become 'free readers' and have access to the unbanded books from the classroom and the school library which are stocked with a range of stories and non-fiction texts to be shared and enjoyed by all!

# Reading

## Supporting reading at home



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Reading with and encouraging your child to read at home is both a special part of the day and vital for success across the curriculum. We expect children to continue their reading journey at home, as well as in school and children are provided with reading books to take home and enjoy. Reading at home is supported by the use reading diary and daily reading is encouraged, recorded and monitored through these books. Remember that all children have access to The Oxford Owl E-Library using their class log ins.

<https://www.oxfordowl.co.uk/for-pupils/pupil-home>



Also the Book trust offers amazing resources, recommendation and tips home reading with your child at home:

- Read yourself! It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel.
- And get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Find a quiet space away from the television, make it a cosy happy way to spend quality time together.
- For younger readers, remember a phonics first approach but don't forget to talk about the story and enjoy the pictures.
- Give books as presents. And encourage your children and their friends to swap books with each other – it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops
- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Don't panic if your child reads the same book over and over again. Let's be honest - we've all done it!

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

