



Why Reading?



SKILLS

A message from Mr Dunne, our KS2 Reading lead:

Our mission at Darlinghurst is to enable all children to be fluent active readers that enjoy reading for pleasure as well as for a purpose.

Design and Purpose

It is essential that the teaching of Reading at Darlinghurst focuses on developing pupils' competence in the dimensions of

- word reading
- and comprehension.

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 when children start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. 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.

All pupils are 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 trove of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, with confidence and enjoyment.

Our bespoke whole class reading and phonics-layered lessons give the children of Darlinghurst the best chance of excelling in both reading and comprehension.

Difference

Throughout the phonics programme, the children have learnt to read both real and 'alien' words using their phonic knowledge. They have applied this knowledge to read unknown words and have been successful in the delayed Year 1 phonics screen.

Those children who have been part of the whole class reading programme have developed key skills in analysing and summarising texts. They have learnt how to infer answers using known vocabulary, retrieve information and summarise characters and settings.

By instilling a deep culture of reading and developing skills during reading lessons, children can access a wide range of texts linked to other areas of the curriculum. Children can read biographies, diary entries, reports, historical texts, and scientific conclusions to deepen their understanding, knowledge and skills.

Here at Darlington we are developing the love of reading and embedding a 'reading for pleasure' culture.