

APPROACHES TO READING

Aims

To enable children to:

- Feed their imagination and curiosity and open up a treasure-house of wonder and joy.
- Develop positive attitudes towards reading and read for purpose and pleasure.
- Use reading skills as an integral part of learning throughout the curriculum.
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding.
- Develop a range of strategies for approaching reading and be able to choose accordingly.

Entitlement

Children have access to a wide array of reading opportunities that include:

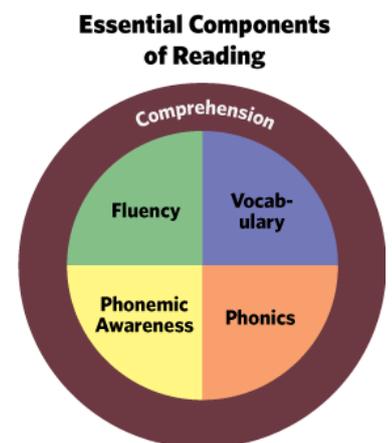
- Hearing books read aloud on a regular basis
- Learning storytelling techniques
- Shared reading
- Guided reading
- Regular independent reading
- Home/school reading
- Selecting own choice of texts including digital texts, fiction, non-fiction and poetry.
- Reading whole texts
- Reading in other subjects including digital texts
- Reading in the community (assemblies, school productions, the book bus)

The English National Curriculum provides a detailed basis for implementing the statutory requirements for reading. Much of the Program of Study will be taught in English lessons and during shared and guided reading sessions. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, listening to whole class books read aloud and research linked to other subjects.

Teaching and Learning

Across school we understand and teach the importance of The Big Five Essential Components of Reading that are:

- **Phonemic awareness** – the ability to recognise and manipulate the sounds of spoken words, such as syllables, initial sounds, rhyme and phonemes, the smallest section of sound in words.
- **Phonics** – the relationship between the spoken sounds, the phonemes, and the written letters, the graphemes, that represent them.
- **Fluency** – the ability to read a text with appropriate speed, accuracy and expression.
- **Vocabulary** – knowing the meanings and pronunciations of words.
- **All these feed into comprehension** – making sense of what you read and essentially it is what you get when you weave all the previous components together.



Staff promote and value reading as an enjoyable activity and also as a life skill. The National Curriculum provides the framework for the teaching of reading in the context of a broad and rich curriculum, which celebrates reading for pleasure. We proactively develop children's speaking and listening skills and language development. In EYFS key texts are planned for across the curriculum.

Across the school, in shared reading the adult models the reading process to the whole class as an expert reader providing a high level of support. Texts are rich and challenging, beyond the current reading ability of the majority of the class, and are often linked to the unit of work under current study. Guided reading is a key strategy and vehicle for the explicit and direct, differentiated teaching of reading. In guided reading, texts are chosen to match the ability of the group but still provide an element of challenge. Teachers plan guided reading sessions based on

National Curriculum expectations. Children from Y1 upwards have regular, planned guided reading sessions during a designated reading lesson.

Our independent and home/school reading books for younger children have been carefully selected and colour banded to only include words children should be able to decode at their stage of phonics. The focus for this reading is to provide practice, to develop personal response to texts and crucially, reading for pleasure. Children select texts under the for independent and home/school reading. Staff monitor independent reading and discuss progress with individuals on a regular basis. Reading at home is regarded as a very important part of reading development. Children and parents are encouraged to respond to the books they are reading at home using reading records.

APPROACHES TO PHONICS AND SPELLING

Aims

To enable children to:

- Understand the alphabetic code and spell accurately in order to communicate effectively and independently in writing.
- Understand the conventions of English spelling in order to be able to decode and read text independently, accurately and fluently.
- Be creative and use ambitious vocabulary.
- Proof read their work accurately.

Entitlement

Despite the age of electronic literacy, children still need to express themselves quickly and accurately on paper. The ability to be able to spell correctly is an essential life skill and one that society demands.

Teaching and Learning

Through the daily teaching of synthetic phonics in early reading development in Early Years Foundation Stage, children are taught a balanced program which develops understanding of the skills in segmenting phonemes (the smallest unit of sound) for spelling and blending them for reading. Following the Letters and Sounds progression, children in Nursery begin with Phase 1 and progress through Reception and Key Stage 1 to Phase 6. This last phase leads into the teaching and learning of spelling, which continues throughout Key Stage 2. Spelling conventions are taught systematically and following the progression set out in the English National Curriculum document with support from the No Nonsense Spelling program. Children are grouped according to ability for spelling. Homework is provided along with opportunities for practice throughout the week. A small and manageable number of individual spelling errors are highlighted through marking across the curriculum.

We have carefully considered and evaluated our provision in light of The Reading Curriculum document published by DfE in July 2021. We believe our provision to be consistently good and our data matches or exceeds national and county figures.

Phonics check data	Summer 2019 Year 1	Autumn 2020 Year 2	Autumn 2021 Year 2
Levens	88%	100%	93%

We have considerable staff expertise, confidence and resources for the delivery of phonics. We continue to use Letters and Sounds/LCP to support our phonics teaching however this is under continuous review.

Early Years Foundation Stage

Children entering school in Nursery and Reception will have already had a wide range of experiences in literacy. We value and build upon these individual experiences with high quality books at the heart of our curriculum in role play, writing areas, the outdoors and book corners. The Early learning goals for Communication & Language, Literacy and Physical Development underpin

work in this area.

Children in Nursery begin Phase 1 from the Letters and Sounds progression. This phase concentrates on teaching phonemic awareness by developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

When children move to Reception they begin Phase 2 where they learn the sounds that letters represent (phonemes). Whilst English has 26 letters, these make up 44 sounds in all as some are represented with two and three letters. Children begin by learning the 19 most common single letter sounds. They combine this knowledge with the skills of blending letter sounds together to read words. They segment the sounds they can hear in words to make phonetically plausible attempts at spelling them. In addition to this they learn groups of non-decodable sight words known as tricky words. These tricky words are grouped from phase 2-5. Learning these tricky words alongside letter sounds enable children to quickly build up a wide-range of words which they are able to read in captions and sentences.

By the end of the Reception year children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate, where appropriate, key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction rhymes and poems and during role play;
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound -blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words;
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others;
- Hold a pencil correctly in preparation for fluent writing – using the tripod grip in almost all cases.

RESOURCES

The National Curriculum, Letters and Sounds/LCP and No Nonsense Spelling Programs.

A wide variety of good quality, age appropriate 'real' books with a wide choice of modern fiction and classics, non-fiction and poetry.

Individual reading books, with appropriate phonic demand according to their stage of phonic learning, from Oxford Reading Tree and Rising Stars.