



How is reading is taught at Stapleford Primary School

Phonics

Phonics is used to teach children to make connections between the sounds (phonemes) of spoken words and the letters that are used to write them down (graphemes). Phonics teaches children to use and apply this knowledge to read by blending and to spell by segmenting words.

In Foundation Stage, children initially complete activities to tune their ears into hearing different sounds, such as hearing walks, repeating pattern games, oral blending and segmenting of words. Through this, children develop a solid foundation for their future phonics learning.

The Little Wandle Letters and Sounds Revised Synthetic Phonics Programme is taught in Reception and Year 1. Children follow the programme to learn the relationship between print and sound (graphemes phonemes correspondence - GPC). For children who have not secured their phonic knowledge at the pace expected of the programme, children will be supported in keep up sessions, through intervention. Phonics is taught in class daily and lessons follow the “Review, Teach, Practice, Apply” approach.

In small groups, children participate in reading practise lessons, which take place three times a week in Reception and Year 1. Children have the opportunity to apply their new phonics learning.

The children take home a set of tricky words flashcards to consolidate learning at home. Once they are secure with a set of words the next set is issued.

Reading

The main school reading scheme is the Collins Big Cat. It is a whole-school programme that provides complete support for primary reading. Teachers ensure that the books children take home are decodable according to their phonic knowledge. Reading to an adult is evidenced in the child’s reading record (pink pen, stamp - read by an adult). Any children who do not regularly have reading records in school, have one kept at school. Daily reading is in place for developing readers to help improve their reading fluency.

Following on from reading practise lessons in Foundation Stage and KS1, Guided reading lessons are taught four days a week in Key Stage 2. During these sessions, children engage in rich discussion to respond to what they have read and teachers model key reading strategies talking through their thinking meaningfully. Questions are deliberately planned and well-pitched. To develop reading comprehension and vocabulary, teachers select words for direct instruction and all pupils are engaged in unlocking the meaning of new words.

A class story is shared at the end of the day. Adults will read to the children in class every day and discuss what is happening in the book with the children.

Children across the school will also choose another book, known as their ‘reading for pleasure’ book. Children can change this book as many times as they like. This allows children to develop a passion for reading and encourage ‘*reading for pleasure*’.

Each week all pupils visit the school library. The class teacher shows the children how the library works and helps them to select a book that they can take home and enjoy, in addition to their reading book. The school is constantly upcycling donated books into the school library to ensure it stays fresh and enticing for our pupils.

A timetable of exciting activities is delivered in every class to celebrate World Book Day each spring. Previously this has included visits from famous authors, reading carousels and fancy dress parades etc.

Each summer the school encourages pupils to engage in the Summer Reading Challenge which is produced by the library service.

Early Years Foundation Stage (EYFS)

Children will have one reading book that is selected with their teacher, which will be matched to their learning of phonics in school. This reading book will be kept and re-read at home for the entire week. Families are encouraged to hear their child read and talk about the book every day, which is an essential part of reading.

Children read their reading book to the class teacher once a week. In small groups, children participate in reading practise lessons, which take place three times a week. This is to apply and develop fluency skills. The class teacher will decide when a child is ready to move up to the next reading colour band based on their ongoing teacher assessment of their fluency and comprehension skills.

Early reading books will be full of pictures but not always words. These help the children learn to:

- Hold the book
- Turn the pages
- Follow a story
- Ask questions

The focus of teaching reading in early years is to grasp the foundations of phonics, develop solid reading behaviours and an enjoyment in reading.

Key Stage 1 (KS1)

Children read their reading book to the class teacher once a week. In small groups, children participate in reading practise lessons, which take place three times a week. This is to consolidate fluency and develop comprehension skills. The class teacher will decide when a child is ready to move up to the next reading colour band based on their ongoing teacher assessment of their fluency and comprehension skills.

Children are taught to hold the book still and follow the words with their fingers. They are encouraged to use the pictures to help them read, as well as, sounding out words and blending sounds together using their knowledge of phonics. Phonics is always the first tool the children are encouraged to use when they cannot read a word. When they cannot read a word, they are taught break words into chunks and use the context of the sentence to read unknown words.

Children continue to have daily phonics lessons in Year 1 and reading practise sessions three times a week to apply their phonic knowledge and develop their vocabulary and fluency. In Year 2, children have guided reading three times a week. In these sessions, texts are discussed to develop comprehension skills and vocabulary.

Key Stage 2 (KS2)

As the children progress through KS2 there is a heavier focus on comprehension and developing inference skills.

Children have guided reading lessons. The whole class is given the same text and the children follow the words using the ruler, known as their reading ruler. To further consolidate fluency and develop confidence, children take turns to read the text and the class hold discussions around the text to develop comprehension skills. Differentiated questioning is used to ensure all pupils have the correct level of challenge. The class will sometimes read the same text more than once for consolidation of learning. A range of texts are covered in classes. As a result, the children are exposed to a wide range of vocabulary.

Everyone Reads In Class (ERIC) as they come back into class after their lunch break. This is a calm and relaxing way to start the afternoon. Each KS2 classroom has a small, age-appropriate library within the class.