

## Reading at Whitley Chapel CE First School

### Intention

#### In our Early Years Foundation Stage we aim to:

Embed an early love of listening to, and joining in with, stories and rhymes.

Develop auditory discrimination and the ability to play with sounds, rhythm and rhyme.

Give children the fundamental skills to decode phonologically regular words through blending and to read a range of common exception words.

Develop children's confidence and phonic skills so that they can successfully read a range of simple texts, including reading books, at a matched and relevant phonic level.

Give children frequent opportunities to develop their skills to talk meaningfully about what they hear others read and what they read themselves.

#### In Key Stage One (Years 1 and 2) we aim to:

Give pupils a love of language and develop their imagination by listening to a range of longer and more challenging stories

Develop children's vocabulary by discussing texts and giving opportunities to learn new words in context

Help children to develop their own tastes in reading by giving them opportunities to explore texts by a range of different authors

Give them the opportunity to learn and identify in texts spelling patterns and rules that they can use in their own writing

Help children to begin to identify different genres by their structure and purpose

Enable children to use punctuation to add meaning to text both reading aloud and independently

#### In Key Stage Two (Years 3 and 4) we aim to:

Encourage children to develop into independent readers who love reading for pleasure

Develop their appreciation and understanding of how language is used in texts

Develop the children's appreciation of style and genre so they can comment on and be discerning about texts

Further develop their own reading tastes

Develop a love of story telling, being able to read aloud fluently with appropriate expression and intonation

### Implementation

#### Early Years:

The Phonics programme used in EYFS is the government approved scheme devised by Twinkl, which is based on 'Letters and Sounds'.

Children hear expressive and engaged adults read stories to them on a daily basis. They are engaged in questioning and discussion about what they hear. They experience specific music and singing sessions where active participation is encouraged.

Children are immersed in a language-rich environment where there is a focus on quality conversation, the development of small group speaking and listening skills, and the understanding and use of increasingly varied and mature vocabulary.

Nursery children experience game- and song-based adult-led phonics sessions covering Phase 1 of Letters and Sounds.

Reception children learn all single-letter sounds and the digraphs and trigraphs covered in Phases 2 and 3 of Letters and Sounds. They learn all Phase 2, 3 and 4 tricky words. They are taught to blend to read, including reading consonant blends (as in Phase 4 of Letters and Sounds). They are taught to use a range of cues to help them read unfamiliar texts, including phonics, picture cues, context, repetition and prediction.

Once ready, Reception children read a reading book with an adult in school once and then twice each week.

Reception children take home phonic work to practice at home, including 'flashcards', reading books and additional simple phonic 'homework' activities.

#### Key Stage One:

The Phonics programme used in KS1 is the government approved scheme devised by Twinkl, which is based on 'Letters and Sounds'.

Children hear expressive and engaged adults read stories to them on a daily basis. They are engaged in questioning and discussion about what they hear, particularly challenging them to explain unfamiliar vocabulary,

predict what will happen next, and discussion about outcome of plots and alternative endings.

Year One children learn all alternative spelling patterns covered in Phase 5 of Letters and Sounds. They learn all Phase 5 tricky words. They are given phonetically matched texts to enable them to practise their knowledge in context. They build on using a range of cues to help them read unfamiliar texts, including phonics, picture cues, context, repetition and prediction.

Year 2 children begin to learn regular spelling patterns for common suffixes and prefixes, and their exceptions, covered in Phase 6 of Letters and Sounds. They begin to learn terms such as noun, adjective and adverb to enable them to work out the meaning of new words in context. They learn to find the meaning and spelling of words in a dictionary by alphabetical order. In Guided reading they are challenged to explain meaning of words, interpret text and compare different genres, identifying some of their characteristics. They are encouraged to express and explain preferences and discuss feelings, attitudes and motivation of characters, and engage with different authors.

Year One and Two pupils read twice a week with an adult in school and take books home to read with parents. They learn spellings each week based on regular spelling patterns and their exceptions. Year One pupils take the Phase 5 Phonics and Tricky words home as flashcards stuck in books to practice at home. They are also given homework sheets each week with the sounds they have been learning for that week.

Pupils who have not yet embedded their phonic knowledge are given additional daily practice using the Read, Write Inc reading scheme at the appropriate level, before re-engaging with the Oxford Reading Tree scheme.

#### Key Stage Two:

Children hear expressive and engaged adults read stories to them on a daily basis. They learn the correct terminology to discuss story lines, themes, characters' motivation and plot. The vocabulary of book discussion is expanded to enable them to discuss texts and identify what makes them effective. They continue to use dictionaries to find the meaning of words and have a personal spelling and word book to address common spelling errors and note down new and exciting vocabulary for their own use. They learn some common spelling patterns and how to apply them in their own work, using materials from Twinkl that build on the Phonics scheme used in KS1 and EYFS. They learn common homophones and their meanings to avoid using the wrong spelling. They learn about common prefixes and suffixes and how to change adjectives into adverbs. They work through the list of required spellings for year 3 and 4 and mark off their progress on a sheet in their books, aiming to have mastered them by the end of year 4. In guided reading they learn to analyse texts and enjoy the development of plot and character and themes. Through questioning and discussion, they learn to express their opinions on character, plot and style. They are encouraged to read each day and are rewarded for achieving this seven times with a sticker and seventy times with a book token. They read to the class teacher at least once a week and a record is kept of progress and texts completed.

#### **Impact**

Children who:

Love to hear others read in a wide variety of contexts, and who enjoy reading for themselves.

Will – when ready – read confidently to an audience (partner, group, class, school, parents, Church congregation).

Talk passionately and clearly about stories and texts they have heard or read, at school and at home.

Demonstrate language skills that reflect the breadth of what they have heard and read.

Can use their reading experiences to shape their own writing.

We will measure the impact of our reading curriculum through:

Regular monitoring of children's phonological progress during phonics or SPAG lessons, 'checklist' assessments, end of year assessments.

Regular monitoring of children's comprehension skills through questioning and discussion during one-to-one reading, shared reading and guided reading.

Statutory assessments (EYFSP, Year 1 Phonics Check, Year 2 SATs)

Children's home-school reading records (comments from children, staff, parents, reading helpers and any other contributors).

Success rates of our reading challenge.

Observing children reading more formally to others e.g. in presentations, in class assemblies, in Church.