

St John's CE First School

Reading Guidance



Updated: September 2019

WIMBORNE

Academy Trust

Overview: Children begin learning to read when they enter Reception. The teaching and learning of reading is delivered primarily using the DFE Letters & Sounds Systematic Synthetic Phonics scheme of work. As children develop their confidence and skills in reading, from letter and sound correspondence, through to reading to comprehend, we aim to offer children access to high quality texts that link appropriately to their phonetic understanding and curriculum area of learning. In Reception and Key Stage 1 we use **Letters and Sounds** to teach phonics. To support the development of reading, we have three main reading schemes, these are: **Project X, Oxford Reading Tree and Rigby Star.**

Alongside phonics, pupils learn a range of strategies to help them decode tricky or high frequency words and to make meaning from the text they are reading. They are encouraged and supported to develop reading skills at every stage to become confident in reading and interpreting vocabulary, to make suitable inferences, predict using details stated or implied, evaluate and summarise what they have read and retrieve information from the text.

Supporting Reading: At St John's we use a colour coded book band system so that staff, parents and children are able to identify which reading material is suitable to support ongoing reading development. Pupils' reading ability is monitored routinely by their class teacher in order that all pupils have suitable reading material to practise essential reading skills at home and in class. This is to fulfil the aim of our children becoming confident, inspired and fluent readers. Our books are organised into:

- Books to support progression in reading. These include carefully selected words that support the phonics phase that children are learning in school. This is to enable pupils to become fluent in reading the 40+ phonemes in English by the end of KS1.

- Books to support reading for enjoyment. These books demonstrate a progression in reading material which children can choose, with adult support, to complement the books they are reading to support their reading progression. These books can include a wider range of vocabulary and are essential for children to develop a love and appreciation of the books they encounter.

Book Bands: Our book bands correlate to the Oxford Reading Tree book banding system. Our library of books also includes texts from other publishers, such as Rigby Star, Project X, Floppy's Phonics and Pearson Bug Club. As children move through the banding system, they will eventually become fluent in decoding. From this point, our library of books supports rich reading experiences by offering a range of texts, both fiction and non-fiction, that are matched appropriately to pupil age. Children continue to be supported to select material that matches their reading ability in order that they develop fluency and comprehension skills as they progress through increasingly more demanding texts.

Book Band Chart

Book Band Colour	Suggested Year Group
Pink	Reception - Year 1
Red	
Yellow	
Blue	Year 1 - Year 2
Green	
Orange	
Turquoise	
Purple	Year 2 onwards
Gold	
White/ Cream	
Cerise/ Lime	
Platinum	Year 3 & 4 Free Reader

Comprehension: At all stages of reading development, children are taught key skills for comprehension. This means making meaning from the text that they are engaging with. These comprehension skills develop as children move through the National Curriculum.

Included in many of our reading scheme books, are useful strategies and guidance that complement the text a pupil is reading. This includes:

- Useful overviews of the letters and sounds the children will encounter in the text to support decoding and fluency (**matched to letters and sounds and phonic phases**).
- Strategies to support fluent reading, such as blending and identifying the tricky parts of words of those included and any high frequency words.
- Vocabulary and question level activities to support comprehension. This includes retrieval and inference questions and activities, along with suggestions for making predictions, summarising, evaluating and retelling.

Our Aim: Reading is central to a love of learning and our vision leads us in our approach. We aim to ensure children:

Read to Learn - Pupils are encouraged and have access to reading material that is closely matched to their phonetic understanding to support their ongoing reading development.

and

Read to Enjoy - Pupils are motivated to read and have access to reading material that, whilst still matched to reading ability, is at an age appropriate level to excite, inspire and engage them using rich and diverse texts which match and are suitable for their age and interests.

Teaching and learning of Reading: Children are taught, and their reading skills assessed, through Guided Group reading sessions which take place for all children at least once per week in KS1. Individual reading support is provided to pupils in addition to the guided taught sessions and tightly matched phonics intervention is given to pupils who need it. In LKS2, reading is delivered through whole class guided reading lessons. Whole class texts are used to compliment strategies for comprehension and reading new or unfamiliar words in context, these are matched to curriculum topics where possible.

Learning Centre and Reading Events and Resources: We have a large collection of texts that are accessible to all children in our well-equipped learning centre. The children have the opportunity to visit the library each week accompanied by skilled support staff in order that they can choose a book that they are interested in to take home. Many of these books compliment subjects across the curriculum.

Dorset Reading Partners: We are lucky to have access to a trained adult reader who visits the school to listen to children read. This is provided through the Dorset Reading Partners Scheme.

Throughout the year and in classrooms, we run different activities to enthuse and excite children for reading. This includes, a bedtime story evening, visits from a travelling book bus, author visits, an annual 'Readathon' to support reading for children in hospitals and World Book Day activities. Class teachers select appropriate texts to read with the class daily and children are invited to recommend what they have been reading with the class. Each class also has a dedicated reading area with a selection of fiction and non-fiction books that children have access to.

Further Phonics Information:

We use a government produced scheme of work called Letters and Sounds to teach phonics. It sets out a detailed and systematic programme for teaching phonic skills for children, with the aim of them becoming fluent readers by age seven.

Letters and Sounds is broken down into 6 phases which are worked through from nursery to the end of year 2.

Phase 1 (starting at pre-school and continuing throughout the other phases) Showing an awareness of rhyme and alliteration. Distinguishing between sounds in the environment. Exploring and experimenting with sounds and words. Discriminating speech sounds in words. Beginning to orally blend and segment phonemes.

Phase 2 Blending for reading and segmenting for spelling simple cvc words. Letter sets Set 1 - s, a, t, p, Set 2 - l, n, m, d, Set 3 - g, o, c, k, Set 4 - ck, e, u, r, Set 5 - h, b, f, ff, l, ll, ss,

Phase 3 Knowing one grapheme for each of the 43 phonemes. Letter sets: Set 6 - j, v, w, x Set 7 - y, z, zz, qu Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo Consonant digraphs: ch, sh, th, ng. Phase 4 This is a consolidation unit. There are no new graphemes to learn but the children learn how read longer words such as stamp, plug, flag, twig. They also learn more tricky words.

Phase 5 Learning alternative Grapheme phoneme correspondence for the sounds already learnt: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e. Alternative pronunciations for: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou

Phase 6 At this stage children should be able to spell words phonetically although not always correctly. They also learn more tricky words and high frequency words. The main aim of this phase is to become more fluent readers and more accurate spellers.

Useful Website links - for your information www.mrthorne.com/
www.letters-and-sounds.com/ www.phonicsplay.co.uk