

What does Reading look like in our school?

Early Years:

Reading in the Early Years is taught through a variety of adult-directed sessions, including daily Phonics sessions, 1:1 reading with the Teacher or LSA, working on key words, listening to stories and sharing big books. We share texts and poems to extend the children's vocabulary and to develop each child's love of reading. The children also have the opportunity to practise their reading skills in the continuous provision provided both indoors and outdoors, and through all areas of the Early Years Curriculum.

Key Stage 1:

Reading sessions are planned in daily and each child is allocated a reading book. Reading books are chosen with a suitable level of challenge to further develop each child's reading and comprehension skills. During these reading sessions there are 4 other planned activities which enable the children to focus on the skills within the 6 domains of reading (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing).

Each child is heard read individually twice a week and the skills within these 6 domains of reading are developed. Other specific reading skills are taught through the English learning journeys and also in specific comprehension sessions, where children are grouped according to their reading ability.

Phonics

Early Years:

Phonics sessions in the Early Years take place daily in the mornings and follow the Letters and Sounds order. These sessions focus on a mixture of revision of previously taught sounds and the teaching of new sounds. The children use phoneme fingers to help with blending in order to read words containing the sounds taught. They also practice writing the sound of the day using whiteboards. The children have opportunities to explore rhyme and alliteration and play with words. By the end of Early Years, children are expected to know all Phase Three sounds.

Key Stage 1:

In Key Stage 1, there are 2x daily Phonics sessions. These sessions are 20 minutes long and follow the Letters and Sounds order and also focus on of revision of previously taught sounds and the teaching of new sounds. The children read and spell words containing the daily sound/s. Reading of real and alien words are also featured in these sessions. By the end of Year 1, children are expected to know all Phase Five sounds. By the end of Year 2, children are working securely within Phase Six of the programme. Phase Six moves away from learning sounds to focussing on spelling rules and patterns.