

## Reading and Phonics

At Whitegate Church of England Primary School we are committed in our aim to encourage our children to enjoy reading for pleasure and to develop the ability to read, understand and respond to all forms of writing.

### Aims

- To lay firm foundations to enable our children to become readers for life
- To develop happy, healthy and *curious* learners who read confidently and independently
- To begin to develop lifelong enjoyment and pleasure in reading
- To enable children to access all areas of the curriculum
- To enable children to access, understand and begin to manage information
- To enable children to begin to understand the meaning of what is read to them and what they read
- To help children to begin to respond to what they read, and to say whether they like or do not like it and why
- To create fluent, enthusiastic readers and writers, who are able to apply these skills to become confident and articulate speakers

As a community of readers we expect **all adults** in our school community to model and communicate their love of reading. These are just some of the ways we share this:

- **Story time**
- **Shared reading**
- **Guided reading**
- **Reading buddies**
- **Reading with individual children**
- **Reading to our team of adult volunteers including parents in school**

In Foundation Stage (Reception) the teaching of reading is based on the area of learning 'Communication, Language and Literacy' in **The Early Years Foundation Stage (EYFS) Curriculum**.

In Key Stage 1 (Year 1 and Year 2), Lower Key Stage 2 (Year 3 and Year 4) and Upper Key Stage 2 (Year 5 and Year 6) the teaching of reading is based on the **National Curriculum for English** and what we know and believe is successful about teaching children to read:-

- Word reading skills and strategies
- Understanding and interpreting texts
- Engaging with and responding to texts

These reflect the conceptual framework for reading described in the Rose Report.

### Word reading skills and strategies

Every day all children will be engaged in:-

- Speaking, listening, reading and writing activities which enable them to explore and practise their phonic knowledge, segmenting (sounding out) and blending skills independently

- An interactive multi-sensory Phonics session in Foundation Stage and Key Stage 1
- An interactive multi-sensory SPAG (spellings, punctuation and grammar) session in Lower and Upper Key Stage 2
- Shared reading and/or writing led by the teacher to demonstrate reading and writing strategies (including Phonics) in a meaningful way
- A rich and regular 'read Aloud' programme giving meaning and purpose to the significance of reading across the curriculum and in the wider world

### Phonics

#### *Foundation Stage and Key Stage 1*

twenty minute Phonics Lessons are taught each day. The children are ability streamed for the phase that they are working within. All staff in Foundation Stage and Key Stage 1 are to engage in the teaching of Phonics delivering the required reading skills using the 'Letters and Sounds' document.

### Spelling

#### *Key Stage 2*

In Lower Key Stage 2, Phonics is taught using the 'Letters and Sounds' Document and the 'Support for Spelling' Document. Teaching staff use their experience and knowledge of their class to make sure any areas of weakness are identified and taught.

In Upper Key Stage 2, Spelling, Punctuation and Grammar (SPAG) is taught daily.

### Shared Reading

The teacher models the reading process and the children are actively involved by listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

### Guided Reading

*Foundation Stage* - Reading activities are completed on a daily basis working up to Guided Reading sessions once a week with the teacher starting in the Spring term. Daily reading activities for all children continue throughout the academic year.

*Key Stage 1* - Daily reading activities include comprehension, questions, interactive phonics activities and writing activities. Children have a Guided Reading session once a week with the teacher.

*Lower Key Stage 2* and *Upper Key Stage 2* have a Guided Reading session once a week with the teacher. This is in addition to all other daily reading, writing, spelling, punctuation and grammar sessions throughout each day.

Both Key Stages are well resourced with Guided Reading Books. The school uses various publishers and schemes to ensure a wide breadth of genres in fiction and non-fiction books.

### Range

The children are taught the knowledge, skills and understanding through the following ranges of Literature:

- Stories and poems with familiar settings and stories based on imaginary or fantasy
- Stories, plays and poems by significant children's authors
- Retellings of traditional folk, and fairy stories
- Stories, plays and poems with patterned and predictable language

- Stories and poems which are appropriately challenging in terms of length and vocabulary
- Texts where the use of language benefits from being read aloud and reread

Non-fiction and non literary texts:

- Print and ICT based information texts
- Dictionaries, encyclopaedias and other reference materials

### Texts

- Interactive white board resources, software and websites
- Big books
- Reading books sorted into 'book bands'
- Library books
- Class Library books

### Assessment and Planning

This is carried out by the class teacher. This assessment is ongoing and is used to inform planning the next steps to ensure progression for each child. This is carried out through:-

- Observation of children
- Questioning using questions linked to assessment focus during Guided Reading
- Self-assessment such as thumbs up
- Discussing with a partner
- Verbal feedback from the teacher that is linked to the success criteria. Success criteria is clear and explicit, and linked to curricular targets

*Summative Assessment is recorded in:*

- Phonics screening tests
- Reading records
- Guided Reading record sheets
- Tracking including whole school 'Pupil Tracker'
- Benchmarking - book bands
- Classroom monitoring

Children with SEN, and/or learning difficulties or disabilities will work towards the same objectives with support. Those working well below the level of their peers will be working on a related objective from an earlier year group.

Children who are 'gifted and talented' will be working to deepen or broaden their understanding of the objective which may sometimes be from a later year group.

Children learning English as an additional language (EAL) will receive appropriate support to enable them to access the learning objective.

### Reading at home

We encourage parents of all children in school to listen to their children read as regularly as possible, ideally at least on five days a week. We encourage parents to read to their children regularly, and this includes children in Lower and Upper Key Stage 2.