



Phonics and Reading

As dictated by the Letters and Sounds publication a daily, discrete multisensory Phonics input is given from Foundation Stage through to Year 2 every day. Phonics is also taught in Key Stage 2 where necessary.

Planning is derived from the Letters and Sounds publication, which reflects the 4-part teaching sequence of review, teach, practice, apply. The children work in small focus groups allowing them to access the Phonics phase they are working within. Ongoing assessments are carried out throughout the Phonics sessions and each child is assessed 1:1 at the end of each half term to ensure the children are making progress.

Reading

In Foundation Stage and Year 1 the children use a variety of books for home readers and guided reading. As well as being age related, these books challenge the children and support next step learning.

The children begin with 100% phonic decodable books which are in line with the 'Letters and Sounds' phonics scheme of work. This allows the children to practise, consolidate and use and apply the phonics skills they have learnt in phonics sessions. Once the children are able to confidently blend (read) the 100% decodable books, they progress onto 60% decodable books. This is where they are introduced to trickier words (words that you can't decode and have to read on sight).

When the children are able to read more fluently they progress onto more sustained texts which encourage them to develop perseverance in reading. More able readers are provided with short novels linked to favourite authors e.g. Roald Dahl, Jeremy Strong and are chosen to motivate and engage the children.

The same approach is followed as the children move through Key Stage 1 and Key Stage 2. Our aim is make the children confident independent readers who can read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information.

Reading at Reedley Primary School

Reading for Pleasure

We aim to foster a joy of reading. Our '*Reading for Pleasure initiative*' provides tasks and challenges for children to complete in response to personal choice texts that they are reading. This can be any form of reading including newspaper, magazines and online texts. The children work through a variety of animal cards, each card containing a number of tasks, with the incentive of achieving a reading trophy at the end of year for the child that has progressed furthest through the scheme.

Whole texts rather than just extracts are a key feature of English lessons throughout school. The English curriculum is often based around a 'Novel as a Theme' so that the children get the opportunity to investigate texts thoroughly and identify the key themes and messages. Other examples to support reading include:

- whole class texts which are displayed on the door of each classroom.
- visits from the Story Bus and mobile library from the School Library Service.
- more able readers participating in the national Fantastic Book Awards.
- opportunities to read e-books both in school and at home through our subscription to 'Bug Club'.
- celebration of World Book day to raise the profile of reading.
- access to a library of books in each phase to motivate and engage children.
- parents workshops on how to support children at home, particularly in relation to SATs in year 6.
- project resources boxes which include a variety of fiction and non-fiction texts related to the curriculum topics.