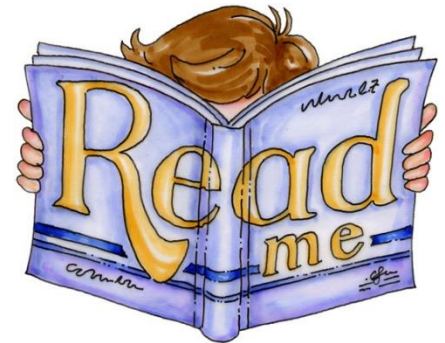


Children learn to read then read to learn

At Leeming RAF Community Primary School we are committed to teaching our pupils to become skilled and avid readers. We aim to ensure our pupils develop a love of reading so that they can read for purpose and for pleasure, through developing skills of decoding, comprehension, broadening vocabulary, understanding of language and playing with words.



In Reception and KS1 we base our teaching of phonics on a **systematic synthetic phonics** programme called 'Letters and Sounds'. Children are taught to decode text alongside developing an appreciation for text, its purpose and creativity and an understanding of a wide range of vocabulary. As children become more fluent and confident in their reading, they are enabled to read a broad range of high-quality texts.

Reading in EYFS and KS1

Our very early readers start with picture books which gradually introduce the sounds the children are learning in school. Individual and group reading books in Reception and KS1 progress according to their phonic content. Each book is placed into a phase corresponding with the Letters and Sounds phonics programme used in school. In each phase, books progress by introducing new sounds whilst also revisiting sounds learnt previously. Pupils' reading books are chosen by the teachers according to their phonic content; this is to ensure that pupils can read the book with some **fluency** rather than having to sound out every single **grapheme**, as this often results in reluctant readers and children who read without purpose/meaning.

In the front of each reading book there is useful information for the adult supporting the reader. Phonemes that will be covered in the book are there, ready to be practised and revised, as well as **exception (tricky) words** and **high frequency words** that are going to appear in the book. Ideally, when children come across these words, they should not need to sound them out and should read them straight away. The guidance also identifies those words which cannot be **decoded** because they are common exception words and so do not follow phonic patterns e.g said, people, called.

The activity packs in EY and the spelling/vocabulary homework in KS1 supplement the reading books and support children with practising their current **phonemes** and learning **tricky words**. There are also resources on our school website to support parents with reading activities.

At the back of most reading books, there are specific questions linked with various reading skills. This section is a key element of developing a good reader. We encourage parents to spend time talking about the book with their child and this section supports them with their questioning.

We have a range of publishers throughout our reading scheme. Each book has been checked and placed into our scheme based on phonic phase progression – **we do NOT follow the levelling, banding or colour systems that the publishers may use.** Instead we group our books according to their phonic content, closely linked to the Letters and Sounds phonics programme that provides the structure for our teaching of phonics. This is in line with the latest guidance and research which prioritises phonic-linked reading texts over and above any publisher's band. In addition, our mobile military context means children often follow a diverse range of schemes in their previous/next schools, so an approach based on phonics is more effective than following a particular publisher's scheme.

Alongside the teaching of phonics, children learn key skills to develop them as readers. Teachers plan activities that engage children with texts, exploring stories, poetry and rhymes and encourage them to relate themes to their own experiences.

The National Curriculum states that by the end of year 1 children should be able to

- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their **fluency** and confidence in reading.

There are three elements to fluency: reading words correctly; recognising words without having to decode or process them; and using intonation, pausing and expression whilst reading. Sometimes children are asked to re-read a text they can decode accurately to help them develop the skill of fluency.

Reading in KS2

As they move into KS2 children read a wider variety of quality texts in order to develop their reading skills further and build their confidence with reading. Teachers use techniques to arouse curiosity and make predictions about texts. Children share texts in groups and as a class, using their phonic knowledge to decode unfamiliar words and then discussing new vocabulary to agree definitions and build their knowledge of words. Teachers might use drama and debate to deepen knowledge and understanding of texts and to inspire writing.

Children who are struggling to develop the skills that combine to make them a 'fluent' and confident reader, will have additional support with reading through intervention programmes we use in school as well as through additional support from the class teacher during reading activities. They may also be more closely guided in their selection of reading books in order to support them with developing the necessary skills to access a wider range of texts fluently and confidently.

It is vital that as children develop their reading skills, they broaden their knowledge of vocabulary through building word families and exploring the meaning and **etymology** of different words. This helps children to work out other unfamiliar words they may come across, supporting their understanding of a wider range of texts. This knowledge is developed in class and through our weekly vocabulary challenges for homework. Helping your child to explore vocabulary, supports their development as a reader and writer.

In KS2 children choose a reading book from the class reading scheme which is based in the classroom library. **The books do NOT follow the levelling, banding or colour systems that the publishers may use**, but have been chosen to provide a scheme that is made up of a range of shorter practice texts and highly recommended titles. As in KS1, our mobile context does not lend itself to a single publisher's scheme. In addition, our primary aim is to motivate and inspire our readers to read, not set them arbitrary goals of 'moving up a level' as a motivation to read.

Books have been selected from a wide range of genres including fiction, non-fiction and poetry, all of which are appropriate to the age group and may also link to topics and themes across the year. Children can read the books in any order, supported in their choice by the teacher. Once they have read one of the titles, they complete a short review of the book in their reading journals. We encourage children to try to vary the titles and genres they read as part of their development of skills as a reader.

While we expect pupils to work through the titles in the reading scheme over the course of the year, we are also mindful of empowering them with the flexibility to follow their own interests too. We encourage them to also choose books from the main school library or read titles from home and the local library.

In KS2 parents can continue to support and encourage their young readers by reading together, talking about books, asking questions, exploring language, modelling themselves as readers and through fostering a love of reading.

At all ages, children will have class story sessions and the opportunity to share books with adults and each other. We recommend that children are exposed to children's comics, appropriate newspapers and magazines and that they are encouraged to read print around them on signs, packaging etc. Local libraries are a great resource, opening up many more texts and titles to choose from. All children will be able to choose additional books to read/share from their classrooms and from the class library – these will be in addition to their 'reading book'.

We expect our pupils to read every day with an adult for at least 15 minutes or, as they get older, to read to themselves. In school we value and encourage this through our reading ladders in class. **Each child should get their reading diary signed by an adult every day to show they have read at home** – this can be their reading book, a comic or magazine, or a story book shared at bedtime or with a sibling. Comments from parents about their child's reading are always welcomed.



Glossary:

Decode – identify and blend pure phonic sounds to read a word

Etymology – the study of the origin of words and the way in which their meanings have changed over time

Exception words/tricky words – words which cannot be decoded

Fluency - reading words correctly without having to decode or process them; and using intonation, pausing and expression whilst reading.

Grapheme – letter/s which make up a unit of sound

High frequency words – words which appear regularly in text (listed in your child's reading record)

Phoneme – a distinct unit of sound (can be made up of more than one letter e.g. 'igh')

Systematic Synthetic Phonics - an explicit phonics method that teaches how to convert letters into phonemes (sounds), and then blend (combine) the phonemes to form recognisable words.