

Website information about reading



## READING

### Reading Intent:

At EPS our promise is it to make reading irresistible for all children so that they acquire a lifelong love of reading and books. Reading will always be prioritised so that children are motivated to read and become fluent, skilled and attentive readers who develop understanding and confidence to ensure the process is rewarding and pleasurable for all.

**Implementation:** To achieve our aim of encouraging the love of literature, children are exposed to a wide range of high quality reading material. Staff use reading as a stimulus to excite children's imagination, engage interest, develop thinking and expand their vocabulary.

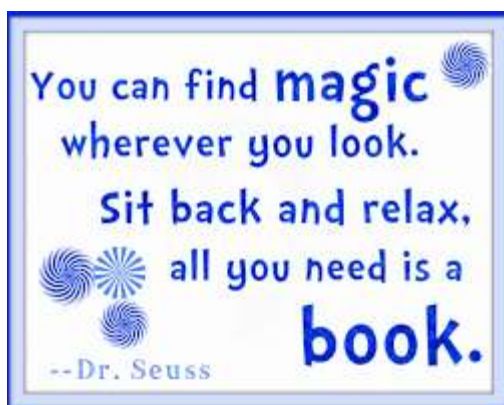
From the earliest opportunity our children enjoy a wide range of stories, rhymes, poems and songs. Each year group read books from their recommended reading list and adults regularly share different texts with their class. Children talk about and identify which books they enjoy, through discussions in class, book clubs, reading records, reading bookmarks and book reviews. We are very proud of our school library and children visit with their class to enjoy the space and to listen to and choose a range of texts and genres.

Classrooms provide rich reading environments and reading areas. Children have access to a wide range of high quality fiction and non-fiction texts within the classroom and in our school library. Story-time books are selected to ensure that they broaden children's experiences of texts. Each year group has a list of texts many of which are available in the class reading area for children to access. We are dedicated to making reading as high-profile as possible, with reading workshops, visits to the community library, author assemblies, Book Week (coinciding with the national 'World Book Day'), poetry day and author visits arranged throughout the school year.

The process of teaching reading begins with systematic synthetic phonics through discrete daily lessons from Reception to Year 2 (Letters and Sounds). This progresses from the decoding of words to the comprehension of texts, involving retrieval of facts and inference of ideas and is achieved through a variety of methods including; 1:1 reading, guided reading, book study and reading aloud to an adult with a partner, group or class. Books are carefully matched to children's abilities. Regular opportunities to read aloud are included in lessons. For example when sharing a text in class, teachers read aloud and also ask children to read aloud as a class as well. This allows children of all abilities to see and hear the words at the same time and to read at a similar speed. Children also regularly read their work (or their partner's work) aloud to their table partner during peer assessments. Children's progress in phonics, reading and comprehension is carefully monitored.

### Impact:

All children will develop a love of reading and will be able to talk confidently about the books they enjoy making **connections** and **comparisons** between texts. They will develop the skills to become fluent, confident and able readers supporting their learning across the whole curriculum. The strong foundations we provide will underpin our children's future learning and ultimately their ability to become **effective communicators**.



### Reading strategies

- **Phonics** (decoding)-reading unfamiliar words by saying the sounds corresponding to the letters and blending the sounds together to read the word.
- **Word recognition**-Reading familiar words accurately without having to say the sounds.
- **Comprehension** (both listening and reading)

## Phonics

We use “Letters and Sounds” as our systematic synthetic phonics programme and children experience daily lessons in Reception, Y1 and some of Y2. Our multi sensory daily phonic sessions ensure our children quickly acquire key decoding and blending skills. Information about how we teach phonics is shared with parents during the first half term in Reception.

### Overview of phonic phases

Letters and Sounds	Approximate stage / age	Phonics teaching	Tricky words
<b>Phase 1</b>	Pre school/Reception and ongoing	Children experience a variety of listening activities, songs, stories and rhymes. Phase 1 supports the importance of speaking and listening skills and develops children’s discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.	
<b>Phase 2</b>	Autumn term of reception	Children are taught the phase 2 phonemes in the following order alongside the written grapheme. Set 1 – s, a, t, p Set 2 - i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss Children are taught to blend and segment in order to read and spell/VC words such as if/am/on and CVC words such as cat/dog/sun using the phase 2 phonemes.	the, to, I, no, go
<b>Phase 3</b>	Spring and summer term of reception	Children are taught the following phonemes, digraphs and trigraphs in the following order alongside the written graphemes.  Set 6 – j, v, w, x Set 7 – y, z, zz, qu - sh, th, ch, ng - ai, ee, long oo, short oo	he, she, we, me, be, was, my, you, they, her, all, are

		<p>- oa, ar, or, igh - ur, ow, oi, ear - er, air, ure</p> <p>Phase 3 completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words. They continue blending &amp; segmenting words such as that, this, now.</p>	
<b>Phase 4</b>	Summer term of reception (revisited in Autumn 1, Year 1)	<p>Children learn to read and spell words containing adjacent consonants such as stop/jump/blend/trip. Children revise and recall all Phase 2 and 3 phonemes.</p>	said, so, have, like, some, come, were, there, little, one, do, when, out, what
<b>Phase 5</b>	Autumn 2, Spring, Summer of Year 1	<p>Children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. <i>Sounds:</i> ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p>	oh, their, people, Mr, Mrs, looked, called, asked
<b>Phase 6</b>	Throughout Year 2 and beyond	Teaching focuses on spelling, including understanding and applying prefixes and suffixes such as ed and ing and doubling and dropping letters.	

### Terminology

<p>A <i>phoneme</i> is the smallest unit of sound in a word.</p> <p>C-u-p          c-a-t          d-o-g</p>
<p><b>Grapheme</b></p> <p>Letter(s) representing a phoneme</p> <p>t                  ai                  igh</p>
<p><b>Blending</b></p> <p>Recognising the letter sounds in a written word, for example c-u-p, and merging them in the order in which they are written to pronounce the word 'cup'.</p>
<p><b>Segmenting</b></p>

Identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word 'him'.

### *Digraph*

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

### *Trigraph*

Three letters, which make one sound igh dge

### *Split digraph*

A digraph in which the two letters are not adjacent (e.g. make).

C consonant phoneme

V vowel phoneme

C consonant phoneme

The majority of high frequency words are phonically regular.

Some exceptions – for example *the* and *was* – are directly taught and called 'tricky words'.

## Reading books

At Ecclesall Primary School we use a variety of reading schemes including Junior Learning and Collins Big Cats. In addition to this we use Pearson's Bug Club online for all children where there is a wealth of reading material for home and school use. Early texts are chosen which are decodable and match phonic phases to enable children to practise and apply their skills and build confidence and fluency.

Children are exposed to a wide range of reading material to promote a love of reading and staff read to children to excite, engage, and develop thinking and vocabulary.

At Ecclesall Primary School we aim to encourage a lifelong appreciation of the spoken and written word as a means for our children to communicate thoughts, facts and feelings.

All children engage in drama, poetry performance and competition, watch live plays, and examine the rich traditions of literature from other cultures. We value the involvement of parents and governors in literacy related work and encourage parents, to hear their children read regularly and use the home/school reading record diary.

Children are regularly assessed in all aspects of reading to inform pupils, teachers and parents of their progress. Our goal is to continually extend every child and to give them a solid grounding in, and an enjoyment of the spoken and written word.

### **Phonic websites to support parents with home learning**

<https://home.oxfordowl.co.uk/?s=phonics> (Information about phonics with a few activities. Parents need to login but no fee)

<https://www.bbc.co.uk/bitesize/topics/zcqqtf> (Phase 2/3 revision but no activities)

<https://www.phonicsbloom.com/> (Some games to play for free at each phonic phase or subscription of £15 a year for parents)

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds> (Some games to play for free at each phonic phase)

<http://www.letters-and-sounds.com/phase-2-games.html> (Some Phase 2 games)

<http://www.letters-and-sounds.com/phase-3-games.html> (Some Phase 3 games)

<http://www.letters-and-sounds.com/phase-4-games.html> (Some Phase 4 games)