

APPROACHES TO READING AND PHONICS

The teaching of Reading and Phonics takes place in a variety of ways across the school; 1:1 with teachers, teaching assistants, volunteers into schools, parents, and small groups, whole class, shared reading, paired reading, guided reading and access to the reading corners. Children are expected to read every day and record their reading in their diaries.

Phonics - A structured programme following the DfE 'Letters and Sounds' guidance, incorporating handwriting, is taught in EYFS/KS1 every morning. Resources are provided for children to take home to practise with parents. At the early stage of reading, all books are phonetically decodable. We use a variety of schemes, including Big Cat Phonics, Read, Write, Inc and Floppy's Phonics, to provide children with as wide an experience of material as possible.

Some children will continue to need intensive phonics teaching, as they progress through the school. This will be part of their PPM and may be taught by their class teacher, a teaching assistant or staff from an outside agency. We use high interest: low ability readers from Phonics Books (Dandelion Readers, Talismen and Totem ranges.)

In KS2, phonic teaching is linked to spelling strategies and patterns and is practised on a regular basis as part of English sessions with some links to handwriting.

Guided Reading - By the end of Reception, every child in the school is in a Guided Reading group which has been determined according to their current National Curriculum reading level. These groups work intensively with a member of staff at least once a week and have a group reading target that they are working towards. Within these groups, children are expected to develop a deeper understanding of texts through targeted questioning and closer reading. These groups allow children to discuss their understanding and preferences. KS2 children follow their adult led sessions with follow up independent tasks. Guided reading books are generally at a level higher than the individual readers sent home to develop challenge within the supportive, group environment.

Links to parents – Parents are key partners in the development of their child as readers. All children have home reading books and their reading records are sent home nightly. Pupils are rewarded for home reading through our Celebration assemblies, and children are encouraged to bring topic books and relevant reading material in to share with class, or to read individually for pleasure.

Wider reading - Teachers endeavour to read a class novel during the school day, daily in KS1. Use of the school non-fiction library enables children to retrieve information and be familiar with a variety of genres which reflect and celebrate a diversity of culture, race, ability and life styles.