



Reading

The key to children's success is their ability to read; our school is striving to create a passionate reading community.

Phonics

Throughout school and nursery, phonics is taught daily through the 'letters and sounds' sequence. This is an approach used by teachers to help children with word building skills and spelling. Daily direct, focused phonics sessions teach children to be able to listen carefully and identify the phonemes (sounds) that make up each word. This helps children to learn to read words and to spell words.

In phonics lessons children are taught three main things:

GPCs (letter - sound correspondence) Children are taught GPCs. This stands for grapheme (letter) phoneme (sound) correspondences. This simply means that they are taught all the phonemes (sounds) in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are **s, a, t, p, i, n.**

Blending Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

Segmenting Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up.

Daily Reading in class

Teachers nurture a love of books and introduce books with enthusiasm and enjoyment, promoting a sense of wonder and expectation as the book is explored. Teachers use quality texts in all aspects of their teaching across the curriculum and provide opportunities that extend and enrich the children's learning. Teachers ensure that children are exposed to a wide range of genres.

Individual reading books

Children read from books with the sounds they know, while they are learning to read. Teachers regularly listen to children read individually. Enjoying books with an adult is an essential tool when learning to read. Teachers aim to ensure that children feel positive about themselves as readers each time they share a book. We aim to develop

fluent, expressive readers who are able to discuss the books they have read, empathise with characters and give opinions. Teachers are responsible for moving children up through the reading scheme stages to ensure that books allocated provide challenge. Individual reading is monitored to ensure that children are making progress. Teachers and teaching assistants provide extra practice throughout the day for the children who make the slowest progress. Teachers track children's progress each term.

Reading at home

Children are encouraged to read regularly at home and discuss texts with parents. We expect children to read at least 3 times a week at home. Children's reading diaries are an important source of communication between home and school and parents/carers are expected to make a record in the diary each time their child reads.

Engagement with parents

We host a yearly reading meeting for Reception parents and a phonics meeting for Year 1 parents. Teachers will discuss children's progress in reading at parents evening appointments and at any point during the school year as necessary.



