



READING STRATEGY

DECODING



01



Phonics - Phase 1

Our children come to us from a diverse range of settings and have varied experiences of Phase 1 phonics. During the early weeks of Reception, alongside our explicit phonics teaching, we play games to teach the seven aspects of phonological awareness. We continue to teach oral blending until the end of Year One.

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Phonics - Phase 2

Teaching of the first grapheme phoneme correspondences, following the Essential Letters and Sounds programme, starts from a child's very first day in Reception. By October half term, our children will be able to say a sound for each of the Phase 2 graphemes and will be beginning to read and write CVC words. Phonics lessons are taught daily to children in EYFS and Year 1 and practice is embedded throughout the day. Children will also take home a decodable reading book which matches their phonic knowledge and 'Harder to Read and Spell' words.

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Phonics - Phase 3

During the second half of the Autumn term, our Reception children will learn Phase 3 phonics. This is where children begin to learn digraphs - two letters which make one sound - and apply these to their reading of slightly longer words. We assess the children's understanding of these graphemes regularly, using the Essential Letters and Sounds programme, and build in time for review and revision.

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streets

Phonics - Phase 4

In the first half of the summer term of Reception, our children will learn to read longer words using Phase 4 phonics. No new graphemes are taught during this phonic phase; the children apply their existing phonic knowledge to longer words, which may include consonant blends.

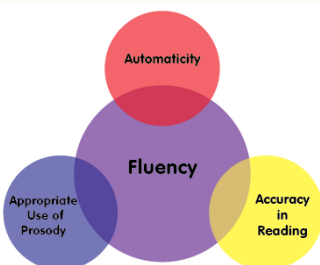
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Phonics - Phase 5

In order to ensure our children make a strong start to Year One, we give them an introduction to the Phase 5 graphemes at the end of Reception. This means they are able to learn these graphemes with confidence as they transition to Year One, and soon develop an understanding of alternative graphemes. Children continue to apply their phonic knowledge to longer and more complex words. This sets them in good stead for the statutory Phonics Screening Check at the end of Y1.

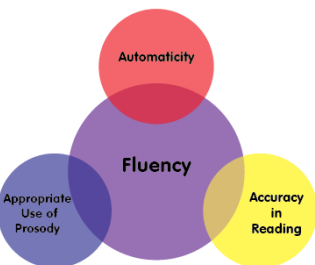
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Reading skills in KS1

The re-reading of decodable phonic books, aligned with precision to the Essential Letters and Sounds scheme and our children's phonic knowledge, supports the development of fluency, accuracy and automaticity. Our small class sizes allow us to hear each child read several times a week; parents have also had access to training with our Reading Leader to emphasise the importance of re-reading. Once children move into Y2, our Whole Class Reading and Fluent in Five teaching supports the development of prosody, fluency, accuracy and automaticity through strategies such as echo and choral reading.

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Reading skills in KS2

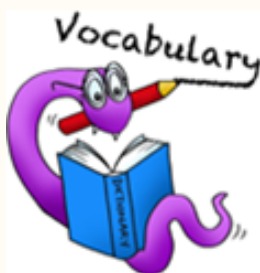
By the end of Year One, we expect our children to be fluent readers. Any children who are identified as working below this expectation receive a targeted, personalised programme of support which may include phonic intervention, fluency intervention and/or daily reading. Our Whole Class Reading and Fluent in Five lessons encourage children to develop speed with their reading, in order to meet the requirements of the end of KS2 assessments as well as supporting their learning across the curriculum. The acquisition of prosody is supported by explicit modelling when reading aloud. Additionally, children acquire a greater knowledge of morphology and etymology.



READING STRATEGY COMPREHENSION



01



Vocabulary

Vocabulary acquisition is an essential thread running through our whole curriculum. From EYFS, children are encouraged to use the language they hear in stories and explore the meanings of new words with adults. Our Whole Class Reading teaching highlights five new pieces of key vocabulary from the text each lesson, encouraging children to discuss synonyms, antonyms and word classes as well as putting the words in context. Children use their mastered skills of decoding to read new words and feel empowered to discuss the meanings of new vocabulary with peers and staff. The vocabulary introduced to children becomes progressively more challenging as they move through the school.

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Inference

Our whole class reading curriculum provides daily opportunities for children to make oral and written inferences from the texts they read. In Key Stage One, children are encouraged to use character's actions and words to infer information about them and use single words from the text to support this. As our children move through Key Stage Two, greater significance is placed on using evidence from the text to justify inferences. By the time they leave us in Year Six, our children are expected to be confident in using APE (answer, prove, explain) to make relatively complex inferences about more challenging texts. In line with guidance from the EEF (2021), we teach reading comprehension skills explicitly and model the expectations for our children.

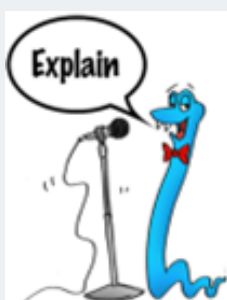
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Predict

During their first year with us in Reception, our children learn to join in with repetitive refrains of familiar stories and are soon able to anticipate potential future events in the stories they hear. As they move through Key Stage One, our whole class reading curriculum encourages children to make predictions on the basis of what has been read so far. Children continue practicing this skill as they become able to read more complex texts and, by the time they finish Key Stage Two, they will have learned to use stated and implied information in texts to make confident predictions.

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Explain

The skill of precise and informed explanation based on the texts we hear and read is explicitly taught from Year One. In Key Stage One, our children learn to identify and explain key aspects of a diverse range of high quality, age-appropriate texts. These may include the characters, settings, events, titles and information. This is also practised in each classroom with the discussion surrounding the class read and can be seen on the class read display in each classroom. Throughout Key Stage Two, children are taught to explain how meaning is enhanced and related through the author's choice of words and phrases.

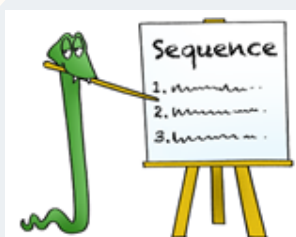
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Retrieve

Our EYFS children are taught to retrieve simple information from the stories they listen to; including characters, settings and events. In Key Stage One, our children move to recording their answers to more complex retrieval questions in written form, commenting on the actions and plots of the text. As texts become more complex and challenging in Key Stage Two, our children learn to identify the key details of the text in order to become quicker at retrieving key information and answering retrieval questions.

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Sequence

The language of chronology, including vocabulary such as 'first', 'next', 'after' and 'finally', is taught from EYFS. Children use this language to sequence events in a story and identify the beginning, middle and ending. Our decodable phonics books encourage story sequencing from the very beginning of Reception. As children move through Key Stage One, they become more adept at sequencing a number of events in chronological order. By Year Two, children are learning to explain the sequence of the texts they read and justify the order of events. Although this skill is not explicitly taught at Key Stage Two, children are still expected to be able to identify key events in chronological order and make justifications for this.

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Summarise

Whilst this skill is not explicitly taught until Key Stage Two, our Key Stage One children relish taking part in the '30 second challenge' - sharing the key events of the text they have read in thirty seconds or less. In Lower Key Stage Two, our children will be expected to summarise, both orally and in written form, the main ideas or events from short texts. As they progress into Upper Key Stage Two, children will learn to summarise concisely the events of a larger, more complex text; often consisting of a number of paragraphs.



READING STRATEGY

READING FOR PLEASURE

01



Class Read

Every day, every single child in our school is read to. Teachers choose an engaging class read for their classes; this may be from our Reading Spines or simply a book they know their class will love. Our daily class read is 15 minutes of pure indulgence in a really good class book. The children treat this as 'sacred time' where they can enjoy the roller coaster ride of a story together, creating lots of opportunities for 'book talk' and interest in further reading by similar authors.

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Reading Spaces

Each classroom in our school has a carefully crafted designated area for reading. In our Skylark (EYFS and KS1) classroom, this consists of several cosy spots and baskets of high quality books dotted around the indoor and outdoor learning environments to encourage reading everywhere and anywhere! Our KS2 classrooms have book corners which are attractive and inviting yet functional and well-used. Additionally, our library is well stocked with high quality texts and comfortable bean bags for use at break and lunchtimes.

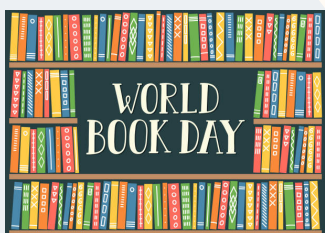
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Book Talk

Children from all classes delight in opportunities for informal 'book talk' with their peers and teachers. Regular opportunities to read for pleasure are timetabled in, with children given opportunities for 'book chat' and the sharing of recommendations. Supported by our Reading Spines, our staff possess a wealth of knowledge of children's literature and are able to make recommendations based on their knowledge of each child's preferred texts. Each class has a much-loved book review journal, in which children share reviews of their favourite books with their peers.

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Reading Events

Planned events support a thorough enjoyment of reading for all our pupils. Workshops from authors and illustrators such as Robert Starling and Steph Johnson make texts come alive for our children and provide the opportunities to ask questions. Our popular Book at Bedtime events encourage children to 'cosy up' with a book and enjoy the simple pleasures of listening to a story whilst sipping hot chocolate. We also celebrate our love of reading on World Book Day, where children enjoy activities based on high-quality texts. Book swaps encourage further book talk and discussion, and we also promote Wiltshire Library's Reading Challenges.

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Reading at Home

Parent workshops emphasise the importance of re-reading decodable phonics books to parents and provide advice on supporting decoding skills at home. However, we know home is where a love of reading is often fostered, and we also provide guidance on this to parents. All children bring home a 'Reading for Fun' text, which may be above their independent reading ability, to share with an adult at home. Children also have access to our library books to read at home independently; staff monitor these to ensure texts are at the perfect level for each child. Each week, a 'Reader of the Week' is chosen from each class, often reflecting the effort put into reading at home. Children are then entered into a draw to win a text from our reading spines.

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Community Reading

We know that one of the most important factors in developing a love of reading is the opportunities children have to see those around them as readers (National Literacy Trust, 2017). All staff in school see themselves as readers and share their recommendations with the children in their classes through the 'currently reading' posters displayed in each classroom. Additionally, our new Little Free Library provides parents, carers, staff and the wider community with a range of adult books to read for pleasure and engage in book talk.

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Reading Spines

Each class has its own reading spine. The reading spine is intended to offer our children a core bank of texts that ensures they experience a range of high quality texts and authors during their time at school. Teachers use these in a range of ways, as whole class texts to share, during VIPERS sessions, as part of their literacy schemes and in connection with our topics. Children are also encouraged to read these texts independently or share with parents at home.