

## **Reading and Phonics at CTK**

### **Reception / Key Stage 1**

Children in Early Years Foundation Stage (EYFS) have the opportunity to read a wide variety of books both individually and in groups.

Guided reading is given a high focus across the school with children being exposed to a variety of reading strategies. Care is taken to make reading an enjoyable activity.

Guided Reading is taught daily to develop reading fluency and understanding.

From EYFS onwards, children have access to a wide range of banded books in their journey to become independent readers. Oxford Reading Scheme is supplemented by Rigby Star, Project X and Story Sparks and other quality texts. Children also choose from a wide variety of books from the class library, which they borrow for independent enjoyment.

Bug Club provides opportunities for children to read e-books in school and at home.

### **Year 1:**

Year 1 read a range of books from Oxford Reading Tree, Rigby Star, Project X and Story Sparks and other quality texts. Whole class guided reading takes place with a focus on the Key Stage 1 Reading Content Domains and the Year One National Curriculum objectives. Children's reading is listened to daily by an adult to ensure decoding, fluency and reading for pleasure. They are targeted according to their needs; having exposure to a range of higher order questioning through role play, work around a big book, familiar stories and Traditional tales. Reading is modelled by adults and pupils through reading a class story and Talk for Write model texts across the curriculum.

Bug Club provides opportunities for children to read e-books in school and at home.

### **Year 2:**

Year 2 continue to read the Oxford Reading Tree and extend their better readers through the books in our book banding scheme.

Whole class Guided Reading is taught daily to develop reading fluency and understanding. All sessions are focused on the Key Stage One Reading Content Domains and the Year 2 National Curriculum. Skills are worked on discretely to ensure that children have a deeper understanding of a text. This is achieved through reading books schemes as well as extracts from well-known books.

Guided Reading sessions are structured to target all key areas: decoding, fluency, understanding and reading for pleasure.

Bug Club provides opportunities for children to read e-books in school and at home.

It is recognised that reading is not restricted to Guided Reading and English lessons. Many opportunities are provided for children to practise and extend their reading in other subjects.

Teachers read a class story to the children during the day to model and immerse the children into a text and develop vocabulary as well as a love for reading.

Children are exposed to a Poem of the Week.

### **Key Stage 2**

Throughout Key Stage 2, children have access to a range of banded Oxford Reading Tree books for Guided Reading. Oxford Reading Tree is supplemented by Project Code, Rigby Star and other quality reading schemes and teachers are encouraged to use extracts from a wide range of classic and contemporary texts.

Whole class Guided Reading is taught daily to develop reading fluency and understanding. All sessions are focused on the Reading Content Domains. Skills are worked on discretely to ensure that children have a deeper understanding of a text.

Bug Club provides opportunities for children to read e-books in school and at home.

There is access to a wide range of fiction and non-fiction books including comics and graphic novels. Years 3 and 4 have class libraries. Years 5 and 6 have a central library. Reading for pleasure is given high priority in Key stage 2. All children are encouraged to read widely and borrow books to read at home. Teachers regularly read challenging books to children, to maintain their enthusiasm for reading and to extend their comprehension and writing skills.

A modelled text and a class novel is used in English lessons to provide good quality shared reading. "Project Code X" provides motivational support for struggling readers in Year 3 and 4.

Teachers will read to the children a class story during the day.

Children will also be exposed to a Poem of the Week.

All children from Reception to Year Six visit our school libraries weekly and take home a book of their choice to share with parents or read independently at home.

### **Assessment**

Care is taken to assess both decoding and comprehension. Attention shifts to mainly an emphasis on reading with understanding, as the children move through the school. Informal **formative assessments** take place frequently to focus on:

- Fluency –awareness of phonic patterns.
- Literal awareness of texts read.
- Ability to infer, predict and evaluate.
- Assess against the reading domains.

Various activities would be used to assess e.g. reading one to one, group guided reading, reading in class or assemblies, and paired or buddy reading.

**Summative assessment** may include:

- PM Benchmark
- Comprehension tasks.
- Tracking of common exception words

### **Phonics**

We aim to provide high quality phonic work, so that children have the knowledge, skills and understanding to apply the process to both spoken and recorded language. We recognise that word recognition skills are crucial in enabling children to read fluently, freeing them up to concentrate on the meaning of the text.

"Letters and Sounds" is a systematic approach, which is designed to help staff teach children how the alphabet works for reading and spelling. These skills are continually emphasised during all reading opportunities. All children who are on the phases linked to letters and sounds are routinely assessed and monitored by staff, and progress is recorded throughout the year.

Our beginner readers are taught:

- Grapheme–phoneme correspondences in a clearly defined, incremental sequence.

- To apply the highly important skill of blending (synthesising) phonemes in the order in which they occur.
- To apply the skills of segmenting words into their constituent phonemes to spell.
- That blending and segmenting are reversible processes.
- Sight words, which include phonetically decodable and common exception words.

Knowledge of these words is monitored throughout the school with interventions as appropriate. Following the phonics screening test in Y1, children identified as requiring additional phonics intervention are given additional support in Y2, to address gaps in their phonic acquisition. This time-limited programme of phonics work is aimed at securing fluent word recognition skills for reading by the end of KS1 and as an intervention in KS2.

## **Assessment**

### **Year 1 Phonics Screening Check**

The statutory Year 1 Phonics Screening Check which will take place during a week in June.

The check is a list of 40 words which children will read one -to-one with their class teacher. It will assess phonics skills and knowledge learned through Reception and Year 1.

It will check that your child can:

- Sound out and blend graphemes in order to read simple words e.g. n-igh-t
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read a selection of nonsense words which are referred to as 'pseudo words'.

**Formative assessment** is continually used to monitor acquisition of phonetically decodable words and planning amended accordingly.

**Summative assessment** is undertaken at the end of Year 1 and for certain children at the end of Year 2. It is also used as appropriate, as part of the intervention practices in Key Stage 2.