

Learning To Read

At St.Robert's we follow Read Write Inc. This is a synthetic phonics program which provides a systematic approach to teaching reading. Pupils learn to read the sounds in a specific order. After this children learn to blend the sounds together in order to read words. Pupils then have the opportunity to practise their decoding skills by reading these words in storybooks. Each Storybook is carefully matched to the sounds they can already read ensuring pupils can independently blend to read successfully.

Phonics and Reading Lessons

Pupils learn to read in a daily phonics and reading session. Each session has a clear structure and uses carefully chosen and systematic resources to engage pupils in reading. In each lesson pupils learn to read a sound, practice oral blending and apply their decoding skills when reading new words. Pupils then take part in a guided reading session using a matched colour levelled storybook. Pupils who have completed RWI levelled books then progress to further developing reading comprehension during group or whole class reading lessons.

Developing a love of reading.

In addition to teaching phonics and reading children are immersed in stories, poems and non fiction from the very start. We read aloud to children everyday and have time for reading for pleasure. Pupils visit the school library regularly to pick a book of their own choice to share at home with parents. We inform parents of recommended books to share at home with their children as well.

Roles and Responsibilities

All staff (Teachers, Teaching Assistants and HLTAs) involved in the delivery of phonics and reading have received Read Write Inc training. This ensures consistency in how the children are taught.

The Early Reading Team:

- Miss McDougall is the English subject Leader and is responsible for reading and writing across the school.
- Mrs Thorne (HLTA) is the Phonics lead and carries out phonic assessments each half term.
- All Teaching Assistants run a RWI group and are responsible for resourcing and delivering each session.

St.Robert's RC First School



Phonics and Early Reading

Involving Parents

It is essential that reading is supported at home. We provide parents with information about how to support reading at home along with a suggested book list for every year group. In addition, parents are invited to meetings in Year 1 about how to support their child for the phonics screening check, and in Year 2 how to support their child for the reading SATS. Every pupil has either Read Write Inc book-bag books or Phonics Bug/Bug Club books to read at home.



Assessment

Pupils are assessed every half term using the RWI tracker and are grouped in terms of their phonics ability. Each group leader is provided with data and feedback for the group that they are teaching. Groups are therefore very fluid and vary in size according to need. This system highlights any children that need additional support or intervention. In year one children take part in the year one screening check, a national reading test made up of real and pseudo words. RWInc ensures that children are prepared for the screening.

Developing Reading Skills and Comprehension

At St.Robert's RC First School we follow Read Write Inc. This is a synthetic phonics programme which provides a systematic approach to the teaching of reading. We also use Pearson's Phonics Bug and Bug Club scheme to provide further opportunities to develop phonic skills as this scheme is closely aligned to the order of teaching outlined in Read Write Inc.

If pupils need continued support with reading (whether in KS1 or KS2) they can continue with the Read Write Inc programme, receive 1-1 tuition or follow the Fresh Start programme.

Reading comprehension is taught explicitly during whole class reading lessons from Year 1 upwards. We use Headstart Comprehension, supplemented by other sources deemed appropriate by class teachers.

Reading Incentives

Daily reading at home is an essential part of developing as a confident reader. We encourage reading at home by running incentives.

EYFS: Children read at home and work towards reading prizes throughout the year.

KS1: Children who read three times or more a week at home receive Dojo points and have their star displayed. Children work towards reading prizes.

KS2: Children who read three times or more a week at home receive Dojo points.

Reading in School

Pupils have an allocated reading time every day in class, whether individual, group, whole class or class book shares. In addition to this children explore texts as part of book focused activities in English lessons.

Involving Parents

It is essential that reading is supported at home. Every child has a reading record book and reading books to take home. Children should read regularly at home, ideally every day, and parents should sign and comment.

St.Robert's RC First School

Developing a Love for Reading



Assessment

Class teachers make termly judgements of each pupils' progress towards the statements contained in the National Curriculum for English. This is recorded using Target Tracker. Termly tests are used to inform this in Years 1—4. Reading is also assessed through the national SATS tests in Year 2. Reading is assessed as part of the Early Learning Goals at the end of EYFS.

Reading at the heart of the school

Pupils at St.Robert's love to read and share books. Children are immersed in stories, poems and non-fiction texts from the very start in Nursery. Throughout the year we ensure that children develop a love of reading in a myriad of ways.

- Every child visits the library to pick a book of their own choice to share at home with parents. We inform parents of recommended books to share at home with their children as well.
- We celebrate Roald Dahl day, World Book Day and Bedtime story Day
- We invite authors into school and via online.
- Book Fairs are held so children can purchase books with their parents.
- We are part of the Schools Library service SLA and make use of books and other resources to enhance teaching and learning.
- Children have access to online e-books.

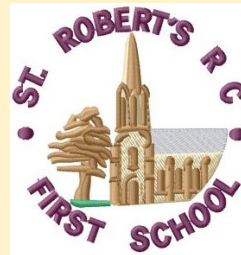


Learning To Read in Reception and KS1

- At St.Robert's RC First School we follow the Read Write Inc programme. This is a synthetic phonics programme which provides a systematic approach to teaching reading.
- Children learn to read sets of sounds in a specific order.
- After this, children learn to blend the sounds together in order to read words.
- Children then have the opportunity to practise their decoding skills by reading these words in a storybook.
- Each Storybook is carefully matched to the sounds each child can already read setting them up for reading success.
- We use the Phonics Bug and Bug Club scheme as home readers. These books are closely aligned to RWinc and provide further opportunities to practise decoding skills until they become fluent.



How do children learn to read at St.Robert's?



A guide for adults who support reading in our school.

Developing Reading and Comprehension (Year 2 –4)

- Children who have completed the RWinc phonics programme focus on developing pace, accuracy, fluency and expression.
- Children are taught how to make predictions, retrieve, explain, summarise and sequence events, as well as make inferences; these skills are crucial for developing reading comprehension.

How to support children with their reading.

- ✓ Encourage children to 'sound out' (Fred talk) and 'blend.' e.g. ch-i-p chip. No guessing!
- ✓ Longer words can be segmented and sounded out. 'won-der-ful' 'sand-wich'
- ✓ Praise and be positive.
- ✓ Allow the child to sound out and blend repetitively if it a new word for them.
- ✓ Encourage reading of whole words to encourage fluency.
- ✓ Explain word meanings
- ✓ Model expression to aid comprehension.
- ✓ Discuss what they enjoy about the book and ask questions about what they have read.

Below are the comprehension skills children are developing in year 1 to year 4.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

