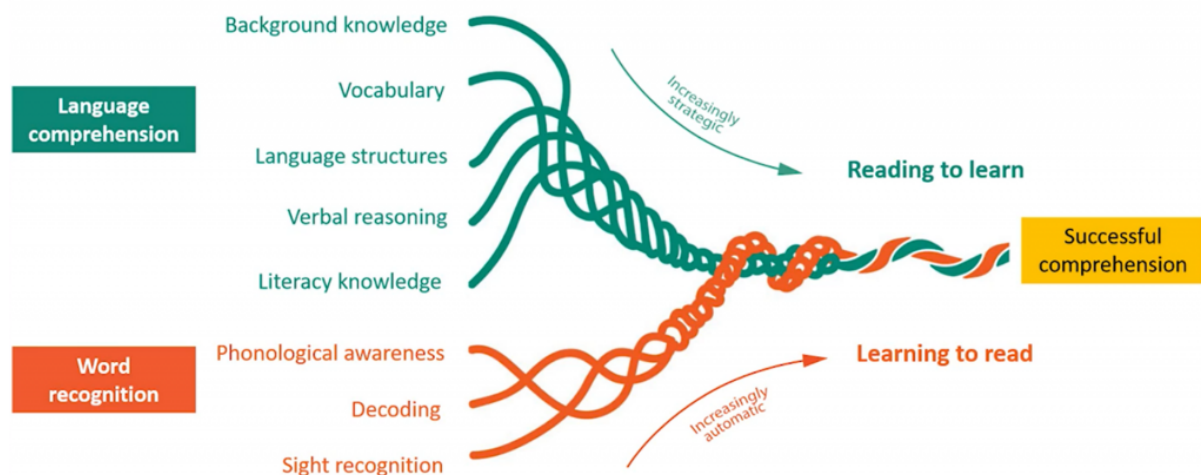


At Our Lady's we work to create a culture of reading. Children have opportunities to listen to adults reading from a range of texts. Individual and class reading is built into the school timetable and supported at home through the Accelerated Reader programme.

We use a whole school approach to explicitly teaching and embedding reading accuracy and comprehension.



Reading Progressions

Our Approach to the Teaching of Phonics

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we see reading as a key focus.

More than that we put talk and language development at the heart of our curriculum.

We use the Read, Write Inc. Scheme, using an immersive approach to teaching synthetic phonics. With songs, catchy mnemonics and fun games to play in order to teach and consolidate taught sounds, we strive to give each child access to teaching which fits to their learning style. We teach a twenty minute daily phonics session from Reception to Year Two.

We use a multi-sensory synthetic phonics approach to engage children in learning and monitor against the phases to achieve accuracy and fluency in sound

We teach 42 letter sounds as phonic building blocks that children, with the right tools, use to decode the English language. When reading a word, they recognise the letters and blend together the respective sounds; when writing a word they identify the sounds and write down the corresponding letters. These skills are known as

blending and segmenting and we teach them alongside each other right from the beginning of Reception.

We also build up children's learned reading vocabulary of tricky/ common exception words that do not confirm to sound rules. Teachers model the use of the alphabet when reading these words to support children's understanding that sounds cannot be applied to these words.

Formal assessment of speech and language skills provides key data to support swift referral and personalisation. Our foundation base has a dedicated additional adult who is trained and skilled in delivering talk, speech and phonic interventions. This support will be enveloped into year 1 to ensure continuity.

As a school we focus on ensuring that children secure phonics skills. Children who do not achieve Year 1 phonics score of 32 or more will access guided group targeting to work to achieve this in Yr 2.

Our Approach to the Teaching of Reading

In Reception and Key Stage 1, we have a complete suite of reading books to support in school teaching. This resource is an e resource in school with children being able to access the supporting e resource and hard copy books to ensure children experience reading materials that are carefully matched and sequenced to their in school experience. This ensures that each child can access a wide range of phonetically decodable books, which are closely matched to their phonic ability, to read from and enjoy. Within our timetable, we are committed to providing independent and/or supported reading time on a daily basis and every child's progress is closely monitored.

Over the course of the year, the children will listen to a range of stories and poems, learning to join in with repeated phrases, for example, in traditional tales and also sharing other vocabulary rich text.

We work closely with parents providing closely matched home reading resources with the phonics scheme so that learning is reinforced. We work closely with parents to support home learning of phonics and offer support to remove barriers. Where children are unable to access consistent support at home we ensure that they access this in school using trained staff and volunteers.

“What is Phonics?”

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/phonics-videos/#animation>

This website has some useful video clips to explain what Phonics is and also to show how to pronounce the 44 phonemes which we have in the English language.

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

This website has some useful guides for reading with your child.

Reading into Writing

From Reception Class children are supported in a progressive grapheme programme to give a positive and structured start to handwriting and writing.

Our aim is to have children reading and writing from an early age.

Typical and non typical progression

We closely monitor individual children's progress in phonics, reading and writing. We have in school expertise to identify and to remove learning barriers.

We work to quickly identify barriers and where helpful, we refer for advice to work to maintain pace and progress for individual children.

If a parent has any questions or concerns about any aspect of their child's learning or development, we encourage them to feel able to speak to their child's class teacher.

Reading Spine

We are very keen to develop a love of reading as well as to carefully select books, text and film that will support children's learning in reading, writing and across the curriculum.

As a school we are working to develop an individualised class reading list that is progressive across the school.

