

## Curriculum

### KS1 READING GUIDELINES FOR SCHOOL AND HOME READING

At John Keble Primary School we acknowledge and value the support of parents in enabling their children to become fluent readers, who read for pleasure and enjoyment. Please find below an overview of how we teach reading in school and request your support at home to ensure all pupils can make the maximum progress during KS1.

#### Organisation

The reading scheme we follow is colour banded by reading level to ensure that each child is reading at a level most suitable for them, both in terms of word recognition which develops fluency, and comprehension of the text which shows understanding of what the child has read. The main reading schemes are Ginn 360 and PM Story Books but books from other schemes are used to supplement and extend children's reading. The reading book for each child is selected by the class teacher.

#### **How do we teach reading at John Keble?**

##### **Systematic Synthetic Phonics (KS1)**

At John Keble Primary School we teach phonics using the government recommended programme 'Letters and Sounds' (Department for Education and Skills, 2007). This aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children with the aim of them becoming fluent readers by age seven.

'Letters and Sounds' suggests a fast paced, clearly progressed phonic programme that takes children through six phases. Children progress through the phases at different speeds. In order to make this learning relevant to all, children are grouped according to the phase they are at. Phonics is taught in daily twenty minute sessions every morning. A variety of short activities make up these sessions.

Phase One (Nursery /Reception). The aim of this phase is to foster children's speaking and listening skills as preparation for learning to read with phonics and to recognize rhyme and patterns of words.

Phase Two - Four (Reception / Year One). Phase Two is when systematic, high quality phonic work begins.

- During Phase Two to Four, children learn:
- How to represent each of the 42 sounds by a letter or sequence of letters.
- How to blend sounds together for reading and how to segment (split) words for spelling.

- Letter names e.g. through an alphabet song. There is some debate as to when letter names should be introduced, but it is generally best to leave teaching letter names until children are secure with the alphabet letter sounds, as these are what are important when learning to read with phonics.
- How to read and spell some high frequency 'tricky' words containing sounds not yet learnt (e.g. they, my, her, you).
- Phase Five (Year 1/ Year 2). Children learn new ways of representing new sounds and practice blending for reading and segmenting for spelling.
- Phase Six (Year 2). During this phase, children become fluent readers and increasingly accurate spellers.

In June Year 1 children sit the phonics screening check which is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. Children in Year 2 will take the check if they did not meet the required standard in Year 1. The check identifies the children who need extra help so they are given support by the school to improve their reading skills.

### **Class Based Reading**

Reading is taught in the Teaching of Reading sessions, which give children opportunities to practise and consolidate skills through independent reading. During these sessions, staff will use a wide range of strategies to try and enhance the teaching of reading. Some of these are outlined below:

- modelling and discussing the features of written texts through shared reading of texts;
- giving direction to develop key strategies in reading;
- demonstration - e.g. how to use punctuation when reading, using a shared text;
- explanation to clarify and discuss e.g. need for grammatical agreement when proof reading;
- questioning - to probe pupil's understanding of a text;
- investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussion and argument - to justify a preference;
- provision of a wide range of fiction and non-fiction genres, for the children to choose from.

## **Opportunities for Reading**

### **Shared Reading**

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

### **Guided Reading**

Guided Reading takes place in a small group, with a teacher or LSA, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the schools' guided reading schemes or using 'real' books. Guided Reading in Foundation Stage and KS1 uses a combination of the series of Letters and Sounds reading sets (to promote children's blending and decoding skills).

### **Independent Reading Time**

Children read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value. During this time the teachers act as models, reading their own chosen material, to reinforce the above philosophy, or alternatively they may complete a Guided Reading session with a group.

### **Story Time**

Texts appropriate to topic work or objectives covered in Literacy are read aloud by the teacher. We believe that giving children the opportunity to hear an adult/teacher read to them develops a child's ability to comment on and respond to events and experiences in a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

### **Library Skills**

Each class has a library time every week when children can browse the books and choose to borrow a library book. Children access the library for research purposes, when appropriate, developing skills needed to locate and effectively use information.

### **Voluntary Reading Help**

A number of pupils receive individual reading support on a weekly basis from a Volunteer Reader who comes into school one afternoon a week.

### **Home/School Reading and Parental Involvement**

Children in the Foundation Stage select books to take home to share with their families. Gradually they start to participate in the reading scheme and are heard regularly in the class. All children will be encouraged to borrow books from class collections, and read these at home, and in school, during independent reading time. Children also take home reading books, which are matched to their reading ability. Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the child's Reading Record Book, to show how their child read or understood the text.

### **Assessment in reading**

Teachers assess children's reading on an ongoing basis and are assessed at the end of each term using national curriculum level descriptors and awarded a level.

### **Reporting in reading**

Children's progress will be formally reported to parents/carers in the summer term and may be discussed with parents/carers at the termly consultation evenings. Informal discussions may happen at any time.