

English Reading policy

Phonics

The systematic teaching of phonics ensures that children have the fundamental skills for reading and writing.

At Ightenhill, we use the Read, Write Inc. programme to teach phonics and early reading. Children are assessed at regular intervals to ensure they progress through the scheme as quickly as possible. Following assessment, we group children into small RWI groups where they complete their RWI lessons daily. All lessons follow a set structure including 20 minutes phonics teaching and 40 minutes teaching of reading and writing. The set structure ensures continuity and progression between groups and teachers. In addition to this, phonics practise takes place in classes, where children play games and complete different activities relating to phonics and spelling.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- Read common exception words on sight.
- Understand what they read.
- Read aloud with fluency and expression.
- Write confidently, with a strong focus on vocabulary and grammar.
- Spell quickly and easily by segmenting the sounds in words.
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will

lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception and year 1, we emphasise the alphabetic code. Children rapidly learn sounds and the letter or groups of letters that represent the sound. Simple mnemonics (ditties) help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

(Reference: www.ruthmiskin.com/policy)

After completing Read, Write Inc. Phonics, children progress to Read, Write Inc. Spelling. See Spelling, Punctuation and Grammar policy.

Reading

“Reading feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds.”

Reading is taught alongside writing using the Read, Write, Inc. Phonics programme. There are nine activities in both reading and writing which are repeated with a range of texts. The nine reading activities are:

1. Speed sounds – Children practise reading sounds at speed so that they can recognise them in words with ease.
2. Reading key words – Children learn how to put sounds together (blend) to read words. Red words are introduced which are not phonetically decodable, i.e. children have to learn them without sounding them out.
3. Listen to the introduction – The teacher reads and discusses the introduction to develop language comprehension.

4. Discuss vocabulary – The teacher explains new vocabulary, again developing children's language comprehension.
5. Read the story – Children apply their decoding skills to read the story.
6. Re-read the story and discuss key questions – Children read more fluently applying decoding skills. They apply comprehension skills to answer the questions.
7. Read the story with fluency and expression – Develops children's decoding and language comprehension.
8. Answer questions to read and answer – consolidates children's understanding of the text.
9. Practise speed words – children read words at speed committing them to memory.

Continued assessment by the Read Write Inc. Manager, monitors children's progress in reading. When children have achieved a desired level, they complete the RWI programme and move to English groups. Mirroring the Read Write Inc. programme, children continue to be taught in ability groups set across their year group.

Teaching reading in English groups.

At Ighthenhill, we provide children with rich, engaging learning experiences planned around quality texts. Our reading objectives emphasise the importance of reading a wide range of texts for enjoyment and for different purposes. We encourage children to respond to and discuss their reading in depth with explicit links here to the spoken language objectives.

Quality texts are chosen to accommodate the needs and interests of the children; whilst also providing cross-curricular links with our Learning Challenge Curriculum.

Reciprocal Reading

Children complete guided reading using the Reciprocal Reading approach. Children read texts using four skills to improve their reading comprehension. In small groups, teachers model, then help children learn to guide group discussions using four skills: summarising, question generating, clarifying, and predicting.

When children have learned the skills, they take turns to lead the group in a dialogue about what has been read using the four skills.

We use reciprocal reading because it:

- encourages children to think about their own thought process during reading
- teaches children to be actively involved and monitor their comprehension as they read
- teaches children to ask questions during reading and helps make the text more comprehensible.

See appendix for information on each of the four skills.

Home reading

Home reading is essential to maximise children's full potential.