

Reading at Ellwood Community Primary School

“Once you learn to read, you will be forever free.”

Frederick Douglass

At Ellwood, we believe that reading is at the heart of the children's learning. It is an essential life skill that they need to be able to access the whole curriculum now and in the future. However, enjoyment is central to reading whether it is reading books, magazines, reading online or on a kindle, reading alone or being read to.

Phonics

Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness - the ability to hear, identify and manipulate phonemes (sound of a single letter), in order to teach the correspondence between these sounds and the spelling patterns (graphemes - sound of 2 letters together) that represent them.

We follow the guidance set out in the Department of Education's, Letters and Sounds Teaching and Learning Resources alongside using the "Phonic Bug" on-line resource as an aid to support lessons. In Reception the children use Jolly Phonics which feature action songs for each sound to help with memory.

Initially, in Reception, children will begin with the singular, simple sounds such as; s, a, t, p, i, n and will then move on to those sounds involving 2 letters such as; oi, ou, ai, or more: igh, ough, air etc. Along with learning the sounds and blending words children will be taught to read 'tricky words'. These are words that are not able to be phonetically sounded out. As the children become more competent readers, they will not need to sound out all words and will recognise many words through sight memory.

Phonics is taught daily in Reception and Year 1. Teachers know that repetition and practise is important for sustained progress. Progression will vary from child to child and children are grouped according to their ability and the phase in which they need to be working. From Year 2, children focus on spelling rules as set out in the National Curriculum, incorporating phonics as appropriate. Children who are finding phonics challenging are given extra support and intervention, as and when needed, regardless of the year group they are in.

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Individual Reading

Reading books will be given to children from Reception through to Year 6. Reading books are matched to the ability of your child. In Reception these may begin with wordless picture books and then books where words are gradually introduced. Phonic books may be sent home which match the sound/s you child maybe learning, alongside some tricky words. In the infants we use a range of reading schemes to support the children's reading development. These are combinations of books which can be read phonetically and other books which require sight words. The schemes mainly used are: Oxford University Press (Oxford Reading Tree, Floppy Phonics, Songbirds, Project X, Alien Adventures), 'Jelly and Bean' and Collins Big Cat. The books are selected and matched to the children's needs. The books are divided in to book bands (colours) to help ensure children are on the correct stage for their ability and that there is clear progression. In KS2 children read books from the Oxford University Press. These books are carefully graded in to levels.

Reading Continued

As the children become more competent readers and move up through the school, they will progress through the reading scheme and could eventually become free readers. A free reader will have the freedom to choose from a range of books within class, the school library, read books from home and other books of interest.

Reading Diaries

All children will have a reading diary which they bring home. This is for you, children and staff to write in and keep a record of the books read and write any comments about your child's reading and comprehension. We expect children to read at least 4 times a week. Children who don't meet this expectation are required to attend reading club on a Friday morning breaktime.

You can help your child with reading, by reading some on the words or part of the text to them. It is helpful to ask questions about the story/text and ask them to make prediction about what they think might happen. This will help with your child's comprehension. Older children may have reading journals which require them to carry out tasks linked to their reading books.

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Opportunities and Promoting Reading in School

Guided Reading

Children take part in regular guided reading sessions. In these sessions, children are given the opportunity to read and explore a text or extract of a text with an adult. The purpose of this is to help children to learn to read and develop their comprehension skills. They will also complete follow up activities, which further develops their knowledge and understanding of the text.

Independent Reading

We endeavour to hear the children read independently as often as possible. This maybe during guided reading sessions or reading texts linked to other subjects throughout the school day. This type of reading maybe linked to theme work.

Promoting Reading

We plan a variety of different events to promote and raise the profile of reading. Reading is celebrated within school in a number of ways: Reading challenges, sponsored reads, stickers, through the use of certificates, star reader of the week etc.

We also celebrate events such as, World Book Day, where children are encouraged to come as their favourite book character and complete activities based around different texts. We also look at different authors in depth and participate in other activities, like Roald Dahl Day. We have a number of visiting Authors who come to school and read their books to the children. We also have visiting Book Fairs on an annual basis. This provides an opportunity for pupils to purchase books.

Please do not hesitate to contact your child's class teacher if you have any questions or queries regarding reading.

A book is a gift you can open again and again.

Garrison Keillor