



Teaching Of Reading at Swarland Primary School



'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success.'

(The Reading Framework, July 2021)

Our curriculum is designed with reading and acquiring early phonics at the heart of the curriculum. Reading skills and knowledge are utilised in all areas of the curriculum and pleasure in reading promoted throughout the school.

Reading is an essential skill for life and so we strive to ensure that our children

- are confident and skilled decoders and interpreters of the written word
- understand its vital importance to the success of their education and future life
- develop the foundations of a life-long love of literature.

We teach and nurture reading skills in many ways and these are detailed in this document.

Sharing Stories Together

From Early Years, to Year 6, storytelling and story time is an essential and valued part of the school day. By sharing high quality stories and literature, teachers and teaching assistants fire our children's imaginations. These shared times also develop children's understanding of story structure, their ability to predict, infer, understand the feelings and actions of characters and use of picture cues. Books are mirrors when readers see their own lives reflected in the pages. Books are windows when they allow readers a view of lives and stories that are different from their own. Age appropriate picture books are used in all year groups across school and from Key Stage One upwards, children also experience chapter style class reading books which develop the ability to 'paint a picture of a story in the mind.' Across school, we consider it important that children listen to stories told by a range of people. All our children enjoy 'Mystery Reader' sessions which involve a surprise visitor to the setting to tell their favourite story. We encourage our parents to share stories with their children at home too.

Guided Reading

From Reception to Year 6, children take part in guided reading sessions each week. These sessions are led by a teacher or teaching assistant. All staff delivering guided reading sessions have a clear understanding of the reading objectives that need to be taught in that school year. These sessions are delivered to individuals, pairs or small groups. The focus of guided reading is to ensure children have time to practise and improve their decoding skills. In Reception, Year 1 and, where necessary, Year 2 and above, children read phonetically decodable texts which are matched to their phonic development. Children take part in discussion work about the text that they are reading. Children ask and answer questions, talk about events and locate relevant information in the text, make predictions and inferences and offer their thoughts and opinions. Children are always given a book = to read at home. Just as the guided reading group leader always gives a progress comment to the child or record it in reading record book, parents, carers and the children themselves are also encouraged to do this on a weekly basis. This ensures that a strong home, school partnership that is essential to reading progress is established and maintained throughout a child's time at Swarland Primary.

Additional Reading Opportunities

Children from Reception to Year 6 have access to Read, Writ Inc. books online through Oxford Owls to supplement their guided reading texts as well as an e-library stock of books and audiobooks. This ensures that all children have a plentiful supply of reading material which is matched to their current level of achievement. This is in addition to a well stocked library of physical books which all children have access too and a book exchange facility where children and parents can swap books with others.

Reading within the English Curriculum and Beyond

The National Curriculum for reading is taught within class English sessions in Key Stage 1 and 2. Within the EYFS, children's reading is progressed with children working towards achieving the Early Learning Goal. In Reception and Key Stage 1, children follow the Read, Write Inc. phonics scheme. Coverage of the reading curriculum is made explicit in termly/half termly plans. These plans also detail the high quality texts that may be used to cover the set objectives and programme of study. In line with our mastery led approach to teaching and learning, we ensure that our children have wide and varied opportunities to practise and apply reading skills across the entire curriculum. This means that there are planned opportunities to research, locate information and follow written instructions in all subject areas. In addition, time and care is taken to ensure that children experience reading beyond the classroom through educational visits and guests within school who showcase the importance of literacy skills.

Paired Reading

We offer paired reading experiences for all children. This provides some of our reluctant and less confident readers with the opportunity to read alongside a supportive reading partner. The relationship is mutually beneficial, a partner may benefit from knowing they have helped someone else with their reading or a partner may benefit from being helped by a supportive peer. This experience offers children the chance to have free choice over their reading material and to share preferences with like-minded people.

Read2Dogs

For some of our vulnerable readers we used the Read2Dogs strategies. Research shows that children can be nervous and stressed when reading to others in a group. However, when a Pets As Therapy Dogs enters the group the child becomes less stressed, less self-conscious and more confident as the dogs are non-judgemental. Before long the children are starting to look forward to the reading experience as they are going to read to their new friend, the PAT dog. Pets As Therapy Dogs provide comfort, encourage positive social behaviours, enhance self-esteem, motivate speech and inspire children to have fun.

A Reading Rich School

Children develop a love of reading when it is fun and engaging. At Swarland Primary, time and space for reading is very important. There is a purpose built library which is well stocked with books for all ages and tastes. Children from Year 3 upwards have the opportunity to train as a school librarian and play an active part in the running and maintenance of the library. Each year, Swarland Park celebrates World Book day with activities such as dressing up, read-a-thons and book swaps. At Swarland Primary, we promote and encourage children to join in with events at local libraries, Seven Stories and take part in events such as the Summer Reading Challenge.

Phonics

It is our intent that children at Swarland Primary School become confident and accurate readers. Developing effective phonic skills plays a significant part in ensuring that children are able to realise this intention. At Swarland Primary School we use Read Write Inc Phonics scheme.

Reception, Year 1 and some Year 2 children participate in group RWI sessions between 9.00am and 9.45am on mornings. RWI groups are made up of between 5-20 children and these groups are led by a trained RWI teacher or teaching assistant. Within each group, children are at a similar stage of phonic development and this ensures that the session is targeted at exactly the right level and it enables children to make rapid progress. Success with phonics has a hugely beneficial effect on children's reading and writing and ensures a pass in the National Year 1 Phonic check that children take at the end of Year 1.

The Read Write Inc Vocabulary

Green words - words that are phonetically decodable.

Red words - words that are not phonetically decodable.

Fred out loud - saying the sounds that we hear in words out loud and then blending them to say the word (Fred is a small frog who helps us in RWI)

Fred in your head - saying the sounds in a word in your head, blending them and then saying the word out loud.

Special friends - when two letter sounds sit together to make a new sound (for example s and h that can make sh), we say that they are special friends.

Dotting and dashing - marking the units of sound that we can see and hear in a word with dots (for single letter sounds) and dashes (for 'special friend' sounds)

Ditty - short phrases that children read before they begin RWI stories

The Implementation of our Phonics Provision

Reception: Children begin their reception year by learning set 1 sounds (see the sound table below for details of these). Children learn to recognise, say and write the sound and they link this with a short, catchy phrase to aid memory recall and letter formation. So, for example for the 'a' sound, the children say "around the apple and down the leaf." As they learn these set 1 sounds, class teachers communicate what has been learnt each week so that you can reinforce this learning at home. Once children know a bank of set 1 sounds, they begin to put these together to make short words. So, the children learn that when they put c a t together, they can blend these sounds to make the word cat. At this point, the children begin to bring sound blending books home to share together. Alongside this, the children begin to learn red words - these are words that we cannot sound out. Children have to learn them from memory. Common examples are he, she, we, to. Teachers share these words with parents so that they can support their child to learn them at home. Once the children know all of their set 1 sounds and they have begun to blend, they can begin to read short phrases and sentences. In RWI, we call these ditties. The children read these ditties each week in their group sessions. The children work with a reading partner and together, they decode and learn to read with confidence and fluency. Teachers then begin to send RWI Books home to read with their child. These are short, bright and cheerful books which the children enjoy reading and are well matched to their phonic development. Alongside reading, the children also begin to write short words such as cat, man, sun, ship and then start to write a sequence of a few words to make a short phrase. For example: a hot sun. Around the midpoint of the reception year, children begin to learn set 2 sounds. These really open the door to much more independent reading and writing. Again, teachers share these sounds with parents as they are learnt so that parents can support their child. Children then move on from reading short ditties to reading our Green and Purple Read Write Inc books. By the end of a child's year in Reception, it is desirable that they can read and write short decodable sentences with some independence. In addition to this, they should have a bank of red vocabulary that they can read and write from memory.

Year 1: At the beginning of Year 1, children revisit set 2 sounds and ensure that they are familiar and fluent. Sessions focus upon reading short stories (Pink, Orange, Yellow, Blue and then Grey) with a real emphasis upon building reading fluency. Alongside this, children participate in hold a sentence activities. This involves children hearing the group leader say a short sentence aloud, repeating this sentence several times with the group leader and then writing it down. As they do this, children are encouraged to use their known letter sounds, to leave finger spaces, to use a capital letter and full stop and to form their letters correctly. Children also participate in writing activities based upon their that require them to generate and scribe their own sentences. As soon as set 2 sounds are secure, the children learn set 3 sounds. The children begin to apply these sounds in their reading and their writing. Teachers share these sounds with parents so that they can support their child at home. In addition to this, children continue to build the bank of red words that they are able to read and write from memory. In addition to these sessions, 1:1 support or small group intervention is made available to any child who is not making the desired progress. At the end of Year 1, children take the National Phonic Check. This indicates whether a child is working at the expected level for phonics. If a child is not at the required level at the end of Year 1, this check is undertaken again at the end of Year 2.

Year 2: In the Autumn Term there are formal RWI sessions in Year 2. As part of their English curriculum, the children practise, revisit and use the phonic skills that they have built up over the last two years. However, for those children who are not working at the expected level, small group RWI sessions continue to ensure that the

children can secure their phonic skills for success in reading and writing as they move through their primary education. In addition to small group RWI sessions, 1:1 support is given to ensure that progress is made. As stated above, these children retake their phonic check at the end of Year 2. Key Stage 2: If a child begins KS2 without secure phonic skills, small group and 1:1 interventions continue to support individuals with their reading and writing journey.

Read Write Inc Phonics Sounds and Phrases

Set 1		Set 2		Set 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Moise, mountain, mountain	ay	may I play?	ea	cup of tea
a	round the apple, down the leaf	ee	what can you see?	oi	spoil the boy
s	slither down the snake	igh	fly high	a-e	make a cake
d	round his bottom, up his tail neck and down to his feet	ow	blow the snow	i-e	nice smile
t	down the tower, across the tower	oo	poa at the zoo	o-e	phone home
i	down the body, dot for the head	oo	look at a book	u-e	huge brute
n	down Nobby, over his net	ar	start the car	aw	yawn at dawn
p	down the plait and over the pirate's face	or	shut the door	are	care and share
g	round her face, down her hair and give her a curl	air	that's not fair	ur	nurse with a purse
o	all around the oranges	ir	whirl and swirl	er	a better letter
c	curl around the caterpillar	ou	shout it out	ow	brown cow
k	down the kangaroo's body, tail and leg	oy	toy for a boy	ai	snail in the rain
u	down and under the umbrella, up to the top and draw the puddle	kn	knack, knock, what's there?	oa	goat in a boat
b	down the boot's laces to the heel, round the toe	ck	tick tack clock	ew	chew the stew
f	down the stem and draw the leaves	wh	whisk, whisk	ire	fine, fine
e	lift off the top and scoop out the egg	ph	take a photo	ear	hear with your ear
l	down the long leg			ure	sure it's pure
h	down the horse's head to the hooves and over his back			cious/tious	sumptuous, delicious
sh	sssh says the horse to the hissing snake			cion/tion	pay attention, it's a celebration
r	down the robot's back then curl over his arm			ue	come to the rescue