



Our Approach to Reading

At St Anne's we believe reading is a vital part of our daily school life because the skills of reading are needed in all areas of the curriculum. It is an important life skill and we want our children to read for enjoyment. Our whole school approach to reading is underpinned by these beliefs, and we promote reading for pleasure and for life throughout each stage of reading in Primary school. All children are encouraged to read at home regularly by choosing a book from our home reading scheme (from within an appropriate level given from the data off Accelerated Reader); they choose their own reading book from the school library to promote reading enjoyment and independence. After completing each book, the children take a quiz on the book using Accelerated Reader which tests their understanding of the book.

Early Years Foundation Stage (EYFS) Nursery and Reception

Children in EYFS begin to read by learning letter sounds (phonemes) and linking them with the letter shapes (graphemes). This is taught using a synthetic phonics reading scheme called Floppy's Phonics published by Oxford Reading Tree. This scheme also follows the International Phonetic Alphabet Code (IPA) where trickier sounds are linked to letters, which, further through school, enables our children to use their knowledge of phonemes and graphemes to spell accurately. Children in nursery are taught actions associated with the phonemes as a learning aid then the actions are replaced by graphemes in reception class; this is the basis of early writing and recognising that print has meaning. Alongside this, children learn a tricky word list where usual reading conventions do not apply and these words are learned by sight.

Also in Reception class, children are immersed in reading in various ways to promote the love of reading and to increase children's engagement, these are often linked to the class topics and themes; they read as a whole class through songs, listen to stories and rhymes and read texts to learn by heart. To allow children to practise their reading skills, they are heard on a one-to-one basis where an adult will listen to a child read and discuss the text being read.

In all areas of reading in Reception the emphasis is on decoding words using sounds and embedding this in the EYFS so that in Key Stage One reading can progress at a good pace and children will leave Year 2 being able to read fluently, read for meaning and read for pleasure.

Key Stage One

During Year One and Two, Floppy's phonics and the IPA remain the basis for teaching reading. The children progress through the phonics phases and by the end of year two all the phonemes and associated graphemes should be known. The emphasis shifts during year two from decoding words to reading for meaning. Our children are exposed to a wealth of text types to provide the opportunity to read a breadth of reading material-fiction and non-fiction.

This teaching of reading in Key Stage One is delivered through a whole class reading phase of each English teaching unit, tailored guided reading in ability groups and one to one reading with an adult. Using these reading skills in other areas of the curriculum is continuous and provides further opportunity for children to read for purpose and pleasure.

Key Stage Two

The aim for children entering Year Three is that they can decode words and are reading fluently and are beginning to show understanding of what has been read; the purpose of reading in Key Stage Two is for meaning and pleasure. Children have access to a wide range of texts – on paper and on screen- which cover various genres. These texts also reflect different cultures, places, events, history and religions to provide our children with a broad general knowledge of our world.

Each class has specific learning outcomes which are built upon in subsequent years. Similar to Key Stage One, all children are taught the skills of reading through the whole class reading phase of each English unit, in small guided ability reading groups and one-to-one with an adult. In addition, children in Key Stage Two listen to each other read (peer reading) and give friendly constructive feedback, and take a quiz on the book they are reading upon completion.

As part of our homework policy, children in Key Stage Two are given reading comprehension homework using Serial Mash to embed the skills of 'reading for meaning' and to share with parents what the expectations of reading are in their child's year group.

School Library

Our school library is a fantastic resource which each class visits regularly to borrow books of their choice to read for pleasure and interest. The library is fully colour coded using a classification system so children know the level of difficulty of each book. Each child, from

Year 2-6, has their own ZPD number range which they use to help choose a book that is suited to their ability in which they can then read independently for meaning and pleasure.

Parent Workshop

During the autumn term each year, we deliver a workshop for parents centred on how we teach reading at our school. The aim of this session is to give parents a clear understanding of how their child will learn to read in that particular class.

Reading Intervention

Where necessary, children who need extra adult input to achieve the year group's objectives in reading will have access to small group work where gaps are narrowed and the pace of learning is kept in line with the classes. This is tailored to each child/group depending on their needs. Fast track phonics is delivered in year three for children who need a boost in decoding in the phonics phases.