



'Within a caring Christian community we enable every child to flourish and inspire a love of learning in all members of our community'

Reading

Promoting a love of reading is woven into all aspects of our school and we are proud to be a Book Trust accredited 'Reading for Pleasure' School. We utilise national initiatives such as World Book Day to promote all aspects of children's reading and invite authors to share their passion for books and lead workshops with our children.

To enable children to grow up loving books and reading it is important to develop a sound base of skills and strategies. Reading is taught through phonics, common exception words (words which do not fit the synthetic phonics system), guided reading, 1:1 reading and listening to a range of books being read.

Children in Reception and Key Stage 1 follow the synthetic phonics approach. The phonics approach teaches children to decode words by sounds, rather than recognising whole words. The emphasis in early years teaching is on synthetic phonics, in which words are broken up into the smallest units of sound (phonemes).

Children are taught the letters (graphemes) that represent these phonemes and also learn to blend them into words. So, at its most basic, children are taught to read the letters in a word like c-a-t, and then merge them to pronounce the word cat.

A phoneme can be represented by one, two, three or four letters (such as "ough" in "dough"). Children are systematically taught around 40 phonic sounds and the combination of letters used to represent each sound.

Most sounds, however, have more than one way to spell them. For example, "e" in "egg" can also be spelt "ea" as in "head" or "ai" as in "said".

Graphemes are grouped together and children progress from one group to the other and will be tested at the end of year one, when they are six years old. Children in Reception also use ['Jolly Phonics' actions](#) to go with the sounds.

Individual reading books for home.

Children have access to a class library daily to change their school reading books. This can be done every day and we would suggest at least 3 times a week. Children are encouraged to take responsibility for changing their book, however, through careful monitoring, staff know when to support and prompt children. Children can choose the same book more than once (within reason) if they are particularly enjoying it *'Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills'*. Each class has levelled books appropriate to that age group and the children in the class. They also have 'free readers' that are appropriate, both in content and level, for the age group.

Guided Reading

Guided reading happens in all classes. In these group sessions children read out loud practising the important skill of reading for an audience, adding intonation and tone to their voice to support them in being an interesting reader to listen to. During guided reading there is opportunity for discussion and opinion linked to a text supported by a member of staff.

Individual Reading in school

This is an important part of teaching reading. The class teacher will identify how often each child needs to share their reading book with a member of staff according to the stage they are at in their reading journey. Children are supported in developing their range of reading strategies as well as their comprehension and interpretation of texts.

We also provide individual (or small group) sessions with our trained support staff to ensure all children achieve their potential as readers. This enables children to access different ways of learning to read that may be better suited to their style of learning.

Reading a wide range of material is essential in developing reading skills. Our core reading scheme is the [Oxford Reading Tree](#), however we provide a range of texts in our classrooms and we have an imaginative and engaging library which all children visit at least once a week to explore and change their library reading book.