

How we Teach Reading

Remember you are your child's first teacher.

Reading with your child should be a pleasurable experience for you both. Here at Rose Hill Primary School we believe that every child should leave us being confident, enthusiastic readers. We do all we can to ensure this happens. The ability to read is vital as it builds self confidence and opens up future learning at school and in life.



Our aims for every child at Rose Hill are:

- to develop children as confident readers
- to develop key skills for children to read fluently, accurately, with understanding and enjoyment
- to develop children's knowledge of children's literature, both narrative and non-narrative
- to encourage children to be able to respond to texts they have read with confidence, drawing from their opinions and evidence from the text
- to develop children's ability to use information texts and locate, extract and use relevant information

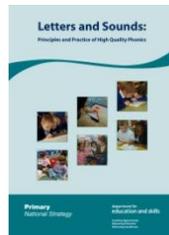


Phonics

Phonics means the sounds that letters, and groups of letters, make. We teach phonics using a systematic approach called '*Letters and Sounds*'. The very first stage of phonics teaching begins in our Nursery class, with children learning and joining in with songs, nursery rhymes and word games.

Children in our Foundation Stage, Year 1 and Year 2 all take part in a Phonics lesson daily. Some children in Key Stage 2, who need a little extra practise and a little extra time to consolidate their phonic understanding continue to have phonic input through the key stage.

There are six phases in the 'Letters and Sounds' programme. You can download this document: <https://www.gov.uk/government/publications/letters-and-sounds>



Learning Words by Sight

Some words can be 'sounded out' and these words have to be learned by sight - by memorising the look of the word. Some words occur so frequently in English that it makes sense to learn these words by sight, we call these words 'high frequency words'. We use the Dolch Word List which is a list of the most common words which are most useful to learn by sight (it is also really useful if children can also spell these words).



Guided Reading

In Year 1, the children begin guided reading. It may be a child reading individually with a teacher or a couple of children sharing a book with a teacher. By the summer term the children are involved in full guided reading sessions.

From Year 2 up children are in groups of about five or six. Each child reads to the teacher once a week within this group time— this is carefully planned – the children read independently as the teacher moves around the group and listens to the child reading. The group discuss what they have read to ensure the children are not just reading the words but they are understanding what they have read, the comprehension.

When the children are not reading with an adult they are engaged in work which supports learning to read, e.g. reading journals, spelling investigations, reading the next chapter of the book etc.

Reading in Foundation Stage and Key Stage 1

Children will read scheme books (e.g. Floppy Phonics / PM books). These books have a colour banding which the children move through. Scheme books may incorporate more phonics or high frequency words (Dolch list) and can therefore be used as way of practising these words.



You child will also have a 'real' book to read. The language is likely to be more how we speak or it may be much more playful with the language, e.g. 'Sailing in and out of years', from *Where the Wild Things Are*.

You will be able to have lots of discussion around the 'real' books, there will be more to talk about, the children will gain more in terms of comprehension. The 'real' book will still have the high frequency words and words where phonic skills can be used. So the two books can support each other.

The Class Story

Every class in the school has class story time daily. Sometimes this might be a picture book, a chapter book, an information book or a poem to name but a few. We believe that children should be able to listen to and enjoy a good story daily.



Reading Records

Teachers and Teaching Assistants may not write in these books on a regular basis as they keep their own records on your child's reading progress.

These records are a really useful to us as you may know or pick up on something in your child's reading which would be great for us to know.

Listening to your child read or talking to you child daily about what they are reading and making a comment in the yellow reading records really helps to show you child that reading is valuable and that you value the effort that they are putting in as readers - learning to read is hard work.



Assessing Reading

Your child's reading is assessed four times a year in school (end of term 2, term 3, term 5 and term 6).

All children in the country take the following national tests:

Y1 - Phonic Screening Test - summer term

Y2 - Reading Test (SATs) - May

Y6 - Reading Test (SATs) - May

Please feel free to speak to your child's class teacher to find out how you child is doing.

