

Reading At St John the Baptist Primary School

KS1

At St John the Baptist Primary School, we teach reading through a daily Phonics lesson, following the DFES publication 'Letters and Sounds' introduced through the Jolly Phonics scheme.

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practice and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words' – words with spellings that are unusual or that children have not yet been taught. This includes words such as 'was', 'the' and 'do', words that cannot be sounded but will be found frequently in children's reading and writing. These are the words we practise reading and spelling with the children in order to help them become fluent readers and accurate writers.

Many children will have begun Phase One and possibly Phase Two at pre-school or Nursery, prior to starting school. Phase One encourages children to listen carefully to sounds in their environment, while Phase Two introduces the first letter sounds. During this period of developing early reading skills, children will learn rhymes, listen to stories and sing songs to allow children to increase their vocabulary, become aware of rhyme and alliteration (words starting with the same sound, e.g. big bad bear, crunchy cold cake). For those children who have not learnt these skills before starting school, they will be taught them in Foundation Stage.

In Foundation Stage and Key Stage One, phonics (or reading skills) are taught daily to children in small groups. Children enjoy these sessions as they are active in their learning and are encouraged to apply their newly learnt skills immediately – through writing sentences, playing games or reading with a friend. These skills are then expected to be practised at home through daily reading with your child. In school children are heard to read individually by teachers, support staff and by volunteer helpers on a regular basis.

The reading scheme we use to support the children's developing reading skills is based on the Oxford Reading Tree, with new books being added all the time to maintain the interest of the children. Although Oxford Reading Tree is the core scheme we have many graded books to supplement and extend reading including non-fiction books.

We also teach reading through Guided Reading sessions and we have a selection of fiction, non-fiction, poetry and play scripts which are used in these reading sessions across the school.

KS2

In Key Stage Two, we also teach reading through Guided Reading sessions. At least twice a week each child will work with an adult to decipher a complex text in a group setting. In these sessions, children will answer a variety of in depth questions about a text they have read developing their questioning skills and comprehension, encouraging them to look for further meaning in what they read. Guided Reading sessions also allow for children to have

increased exposure to a wide variety of text types, broadening their reading experiences. Children also work independently during the week to put into practise some of the skills developed during the adult led sessions.

Classes also have time each day dedicated to 'quiet reading'. This gives children the opportunity to read their personal reading books, whether they are chosen in school or from home.

We currently have a well-stocked library with a variety of fiction and non-fiction books and each child has access to the library each week.

In Key Stage 2, we follow the new National Curriculum framework for spelling. In accordance with this, the children will be taught spelling conventions each week delivered in specific spelling sessions. Children will develop strategies to help them spell both common and exception words, including those listed for their year group. It is important that children have exposure to a broad range of vocabulary, through reading widely and investigating spelling patterns in order to increase their accuracy when spelling new words and to increase their curiosity in language.