



## KS1 Reading Guidelines for School and Home reading

At Singleton C of E School, we value the support of parents within reading. We believe that an effective working relationship with parents is vital to children becoming fluent readers.

The following is an overview of how reading is taught within school and how you can help at home to ensure that your child makes maximum progress during KS1

### Reading in School

Reading is taught from a three prong approach – phonics, writing and high frequency words, in the following way:-

#### Phonics

- **Phonics** is integral to the whole EYFS curriculum, taught as daily stand-alone lessons, and threaded through continuous provision. A focus on whole-staff training for 'Letters and Sounds' ensures high quality synthetic phonics teaching daily. Ability groups are fluid, dependent on individual's progress.
- Our children generally have a sound knowledge of phase one phonics on entry. However, we do play circle games to continue with phase one phonics.
- Direct teaching of phase 2 phonics begins within a week of entry. SATPIN is introduced quickly over a course of 2 weeks.
- Once children can recognize SATPIN they are introduced to the fact that they can read words.
- CVC words are placed around the classroom and are sent home for parents to practice with their child.
- Games are introduced such as Lotto and Fish.
- Children segment and blend using magnetic boards, duplo blocks and foam letters.
- A variety of activities in continuous provision support phonics learning.
- Resources are used to hook the learner who can then 'play' purposefully, using and applying their phonetic skills, increasing opportunities for 'conversational turns' and use of wider vocabulary. Examples used:
  - Optician role play area - star shaped glasses, white coats, pointy fingers, shiny pens.
  - Sand and water tray games, laminated words, egg timers - children encouraged to make words. Who can make the most words before the sand goes through the timer?
  - Outdoor learning opportunities in woodland area - leaf shapes laminated with graphemes on and placed in the woodland, graphemes written on pebbles, stones, woodland creatures hide with graphemes, graphemes hang from trees: children go on grapheme hunts.

#### Writing

- Alongside the introduction of phonics at phase 2, children are also encouraged to be independent writers.
- Handwriting is an essential component of phonics lessons.
- As soon as children are introduced to the phonemes, they are also shown how to form the letters.(graphemes)
- As soon as they are able, they can write their own words and become independent writers.
- Emergent writing (supported by phonics mats) is encouraged.
- A writing area is an essential part of continuous provision, where children can mark make freely.
- The writing area is inviting with shiny pens and different paper and coloured notebooks.
- Children are always encouraged to read back their writing.
- Phonically plausible spelling is encouraged and initially children are told "**your writing is never wrong**"
- Children are encouraged to take on the role of lead learners and support the learning of others.
- We celebrate and promote achievement and this inspires children to aim for high standards.
- Once children have covered, and are confident within phase two phonics, they move on to diagraphs in phase three phonics.
- At this point, the children are then divided into groups according to ability for phonics teaching.
- The activities continue in the continuous provision.

## High Frequency Words

- Alongside phonics teaching and writing, the children are also introduced to high frequency words.
- The first words to be introduced are CVC words, followed by words, which are in the first books of the Oxford reading scheme.
- Activities involve the use of high Frequency words.
- In the role play area words are written on shapes (for example if it is sea life role-play, the words will be written on fish) and children are encouraged to make sentences.
- Other games are gradually introduced within continuous provision.
- Children love to play being the teacher and lead the games.
- Writing of High Frequency words is encouraged.
- A word wall is available and children can use it to support their writing.
- At this stage the children are encouraged to write the **correct spelling** of the high frequency words.

The three strands of phonics, writing and High Frequency words work together to develop reading. Once the children have a grasp of reading they are given home readers. Home readers are changed twice a week. The children are also listened to read in school. We have a number of volunteers who come into school to hear readers.

- In the summer term, children in FS and Y1 are grouped together for direct phonics teaching, as part of transition. Expectations are consistent through the phases, including resources, styles of teaching and homework. Teachers work collaboratively so that every child's specific progress is known and their individualised learning is continued throughout
- Monitoring of individuals and groups identifies children with any needs for additional intervention.
- Oxford Reading Tree is used as a scheme but is supplemented by a broad range of other literature. Throughout the whole school there is a focus on reading for pleasure, using a range of strategies to foster a love of reading including visiting authors, drama workshops, story clubs and inspirational enrichment opportunities including outdoors, such as turning the woodland into 'Narnia'. The impact of this is that the older children are keen to read with those in KS1.
- There is an emphasis on high expectations for all, which underpins strategies used to engage children and develop their independence within learning.
- As the children move through the school we introduce guided reading sessions and focused comprehension sessions. We have a comprehensive guided reading scheme that encompasses a wide range of genres and challenging texts. Guided reading is taught within a carousel so the children work with in an adult led group twice a week but also independently.
- Within the teaching of comprehension, we use the P.E. E strategy. Cracking comprehension is used throughout the school; this is supplement with GCP and Bonds materials. We also have a range of challenging comprehensions based on 'classics' that we use with our most able in the upper juniors.

Our systems are sequential and build upon prior learning.

Pupils' progress through the reading curriculum is assessed regularly using Lancashire KLIPS, and rising stars formal assessments. Where gaps are identified, the following support is provided for pupils:

- IDL
- Speedup handwriting
- Ruth Miskin
- GCP
- Bonds

## Reading at home

The reading scheme we follow is Oxford Reading Tree, which is banded by reading age and phonic understanding in order to ensure that each child is reading at a level most suitable for them, both in terms of word recognition, which develops fluency and comprehension of the text, which shows understanding of what the child has read. The reading book for each child is selected by the child with classroom teaching assistant and monitored by the class teacher.

Infant children **should** be heard read by someone at home every night for 5 – 10 minutes. In school, the children are taught to read every day through phonics. At home, listening to your child read practices and reinforces what they have learnt at school. There is nothing more important that you can do at home than support your child's reading as this unlocks the whole curriculum for them. A child that cannot read cannot access for example history or geography. All children have reading records, written in by parents and staff and this is an effective source of communication between home and school. As children progress through school and become independent readers, it is inappropriate for them to be reading out loud at home: we want them to become thoroughly engrossed in books. The role of the parent at this stage is to encourage, support and discuss what is being read.

We also ask that you read the book together more than once in order to develop deeper understanding of the setting, characters, topic and style of writing. Once or twice a week your child will be given the opportunity to change their home reading books. This will be after they have read with the TA or class teacher who will assess their fluency and comprehension before giving a new book.

We ask that parents or the adult hearing a child read records this reading in the child's reading diary which is supplied by school. As mentioned above we ask that this occurs every day (but encourage daily). In KS1 home reading is the main focus for a child's literacy homework. We value comments from parents written in the reading diary and this becomes an important record of your child's development as a reader, as well as a vital communication tool between the teacher and school.

It is important to stress that racing through the reading levels without regard for comprehension and understanding of the content is not the most effective approach to reading. We therefore encourage parents to spend time discussing what has been read and the meaning of unfamiliar words. Children reading without regard for comprehension often results in them struggling with understanding as they move up the reading stages, as they would be reading at a level that is above their comprehension ability.

As highlighted above all pupils in KS1 will read to a member of school staff every week. In these sessions the adult will question the children about the content of the previous book and work with the child on blending unfamiliar words.

We aim to encourage children to develop good, regular reading habits and they will be rewarded for showing a positive attitude. We want all pupils to develop a love for reading and reading for pleasure so would also encourage other reading by the pupil and by the parent reading to their child. This will help pupils develop understanding of a range of books and also hearing an adult reading for them enables a child to deepen their understanding of vocabulary and love of books.

### Class Based Reading

As mentioned above, as well as individual reading, we also build reading into the daily Guided reading session (5 sessions per week) and pupils have a dedicated 30-minute phonic session each day. These sessions use systematic phonics (letters and sounds / the Read, Write Inc programme) and are vital to teaching pupils the phonetic alphabet and practising the skills of blending and segmenting, it is these tools that give children the skills they need to tackle unfamiliar words when reading and begin to develop spelling strategies when writing. Copies of this phonetic sound alphabet are available from school and discussed in annual reading meetings with Reception, Year 1 and Year 2.

### Special Education Needs

In KS1 any child who has identified Special Educational Needs (SEN) will have an Individual Education Plan (IEP), if this relates to reading they will also receive additional support (provision mapped) to develop their reading during the school day.

