



Singleton Church of England Primary School



EYFS & 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 Reception and KS1

Phonics – Red Rose Letters and Sounds

- **Red Rose Letters and Sounds** is a tightly focused progression from Phases Two to Five informed by classroom practice and subject expertise. All phases, but in particular Phase Five, have been more carefully sequenced to provide clarity with an explicit teaching progression.
- **Red Rose Letters and Sounds** incorporates frequent opportunities for application and consolidation of reading and writing skills, before introducing new Grapheme Phoneme Correspondences (GPCs).
- All adults delivering sessions are trained to the same standard.
- Children are introduced to phonics in our Reception Class and progress through the phases during Reception and Year 1. Tricky words/High Frequency Words are introduced in Phase 2.
- Pupils are put into groups for phonics lessons based on the phase that they are ready to access. Groups are fluid and depend on individual progress.
- Intervention needs are identified using the 'Phonics Tracker' assessment tool and relevant lessons are selected from Red Rose Letters and Sounds Phonics. This is a targeted intervention based on the individual need of the child.
- Once children progress from phonics, they follow a spelling scheme called Red Rose Year 2 Spelling Programme.

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) correctly.
- As soon as they are able, they can write their own words and become independent writers.
- Emergent writing (supported by phonics mats) is encouraged.
- The writing area is an essential part of continuous provision in the Reception classroom, where children can mark make freely.
- The writing area in Reception 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.
- 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.

Home Reading

- We use a variety of reading schemes as the Red Rose Letters and Sounds Phonics programme is self-validated and does not recommend one scheme. This gives children the opportunity to experience a range of reading books and styles.
- Each home reading book is carefully checked to see which GPC (Grapheme-phoneme correspondence) and tricky words it contains, then categorised according to the correct Red Rose Letters and Sounds phonic phase and the applicable week in that phase.

- Children regularly read to a Teacher or Teaching Assistant who will check their application of phonics, fluency and comprehension.
- Reading books are changed once a week. Children generally receive two home reading books per week:
 - a fully phonetically decodable book
 - a book which is partially decodable but which also contains context words to develop vocabulary. Parents are encouraged to read and discuss the context words with their child prior to reading the book, these words are identified within the inside front cover of each book.
- From Year Two onwards reading books will still be referred to using book band colours as Phase 5 phonics should generally be completed during Year One.
- The books we use are varied in their genres which encourages a love of different texts.
- We want children to enjoy reading at both home and school. Reading diaries are sent home in Reception and KS1 which helps with the communication between home and school. Children are encouraged to read for pleasure by choosing a book that engages them and that they can share with an adult. By visiting the school library and exploring their class reading areas, children develop their love of books, talk with their peers and discuss the books once read, making decisions if to recommend to a friend or not.

Guided Reading in school

- Guided reading sessions take place within our Foundation and Year 1/2 classes.
- We use '**Bug Club**' and '**Oxford Reading Tree – Explore with Biff, Chip and Kipper**' books.
- Guided reading builds on phonics knowledge. Once decoding is grasped, our focus for developing reading is understanding and comprehension.

Reading at home expectations

Children take home their reading book in order to practice their reading skills and share their learning with parents. We encourage all children in Reception and KS1 to be heard read by someone at home every night for 5 – 10 minutes. Children and parents are encouraged to share other books at home on a regular basis. 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. We really value this partnership between home and school where short, enjoyable sessions encourage children to read for pleasure, whilst regular additional practice really does boost skills!

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 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 any new books.

We ask that children's reading is recorded in their child's reading diary which is supplied by school. In Reception and KS1 home reading is the main focus for a child's literacy homework.

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.

We aim to provide an environment that encourages children to develop fully their ability to use language, both spoken and written. The skills developed in English are necessary for all areas of the curriculum and are used throughout the school week.

Special Education Needs

In Reception and KS1 any child who has been identified as having an additional need, 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.