



## EARLY READING

In, our Early years and through KS1 we deliver the Sounds-Write phonics program, further details can be found on the Phonics page on this website.

Once they are ready, children will also take home phonetically plausible reading books, based on the sounds they are learning.

## WHOLE CLASS SHARED READING

Teachers will share quality texts with the children, discussing the text and ask focused questions. We use high quality texts in all subject areas to expose children to a wide breadth of genres and text types.

## ONE TO ONE READING

Children read to an adult in school regularly. In these sessions children are encouraged to use their developing phonic knowledge to decode words and demonstrate understanding of the text. Children who struggle to read will be heard more frequently in school.

## HOME READING

Parents are expected to play a role in their children's reading progress by practicing letter sounds and blending. Once children have progressed to a reading book, we ask that parents listen to and discuss their book every day. Parents in KS1 are also expected to record these reading sessions in their child's Reading Record. We aim to change books once a week.

## ORGANISATION OF READING BOOKS

In Reception, when the children are ready, we use Dandelion Launcher Synthetic Phonics books to introduce the children to their own reading books. These are aligned with the Sounds Write phonics program that we use for teaching phonics and spelling. When staff are changing children's home reading books, they match the books to the children's current unit within the Sounds-Write program or their reading readiness.

To supplement our offering we have also carefully selected some other phonically aligned books so children can experience a broad range of reading texts.

## KEY STAGE 1 – Year 1 & Year 2

Phonics is still a major part of children's progress in reading at Key Stage 1 and children continue to receive daily phonics sessions using the Sounds Write phonics scheme. School reading books are carefully selected to match the children's individual phonics knowledge and reading ability. Books children take home include those from publishers Sounds-Write, Dandelion, Oxford Reading Tree, Collins Big Cat and others that teachers have deemed appropriately matched.

These books have been organised to expose children to the letter sounds and spelling strands the children are learning in their phonics sessions and in class. This ensures that when staff are changing children's home reading books, they are matching the books that they read to their reading abilities. Children will work at their own pace through the books only moving on when teachers feel they are ready to progress. Movement through these books is not only dependent on the ability to decode but

also on being able to show an appropriate comprehension of texts they meet. They will be encouraged to read a variety of different text types e.g. fiction, non-fiction, poems, play-scripts etc.

In Key Stage 1 children are assessed termly to check not only their ability to decode and comprehend texts but also to highlight any areas that children may need to work on before moving on to Renaissance Reader.

## KEY STAGE 2 - Year 3 to Year 6

We aim to have all children accessing Renaissance Reader by the end of KS1. Some children may access this sooner; some may need more time. Details on Reading Renaissance (Accelerated Reader) can be found on our website. Children will sit a star reader test each half term to determine progress levels and reading bands. All books within the libraries are arranged by these bands so children know which books they can access. Children sit a quiz after reading each book, they can do this in school or at home. We advise that children should be reading each day and monitor the minutes read using AR. We strongly recommend at least 20 minutes of reading each day at home.