

## Approach to Reading and Phonics at Bratton Fleming Community Primary School

### **Approaches to Reading and Phonics**

#### AIMS

In reading we aim for our children to:

Develop a love of literature and read for pleasure and enjoyment. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment.

Read confidently, fluently and with good understanding.

Be able to express their opinions and justify their preferences about a wide range of quality fiction/non-fiction texts.

Become readers for life.

### **Approaches**

Approaches to reading include:

Guided reading: during guided reading sessions children who are not the focus group undertake different activities, such as reading individually or with a partner, follow-up work from a previous guided reading session, poetry reading, playing word games, listening to story tapes, reading to another adult, or using talking books on the computer.

Independent reading

Individual reading

Whole class shared reading

Phonics

Wider reading (including class books shelves, class story)

Classrooms are full of appealing books where children can browse in comfort. Wall displays, pictures, notices, topic words and captions are on view to stimulate an interest in reading.

A wide range of books, both fiction and non-fiction, poetry, picture books, folk tales, traditional tales, myths and legends, plays, dictionaries....are used in each classroom.

Home reading through the use of reading records or journals

### **Phonics**

The Letters and Sounds phonics programme through the lower part of the school. Reception start at phase 1, working through each phase. Key Stage 1 children move through the phases together where a structured phonics lesson is taught consisting of a revisit and review, teach, practise, apply, and assess sections. Any children who are struggling to consolidate the class based phonics phase

have additional phonics time outside of the lesson. In Key Stage 2, children follow the No Nonsense spelling scheme and work with the Key Stage 2 statutory word lists, but any children who still have gaps in their phonic knowledge continue to have additional phonics support outside of the lesson.

### **Reading Schemes**

In order to ensure breadth and balance within reading we do not rely on any one commercial reading scheme. We have used a range of schemes to allow us to tailor our sessions to the needs and interests of our children. Children are initially directed towards phonic based texts for independent reading and have a patterned text that they share with their adults at home.

Schemes used include:

Rigby Star

Oxford Tree Tops

Oxford Reading Tree

Oxford Project X

Phonics Bugs

Topical Reading resources

Reception have their own small library bookshelves within the classroom.

In Reception, we use Letters and Sounds alongside songs and actions (mnemonics) from Jolly Phonics.

As children are becoming secure with their letter sounds and word building they are given words to take home and practice. These words are a combination of High Frequency words, tricky words and those the children will come across in their reading.

To read the children need to learn how to blend sounds together in order to read a word. They need to be read to regularly and then listened to in a quiet, relaxed environment. They should be encouraged to follow each word with their finger. They need to talk about the book in order to understand the story in full. It should be an enjoyable experience for all.

Guided Reading starts by focussing on handling books and developing children's vocabulary and use of describing language to explain what is happening in the story and to develop the ability to predict possible ideas. They are encouraged to retell familiar stories using props and puppets and to be confidently excited about a range of texts. As children develop their phonic awareness this is taught and applied in guided reading sessions.

### **Reading in Key Stage 1**

Children in Key Stage One follow an individual reading scheme. Each child has an individual reading book which is read at school and at home, this is recorded in a reading diary. This is tailored to the child's reading ability and needs, which is supported by the schools reading Bench Mark system and

assessment. Children in Key Stage One also carry out group reading once a week within class and have access to class texts. Children in Key Stage One enjoy wider reading through books based on the current class topic and other areas of the curriculum. Children in Key Stage One have access to the class reading area and are given the opportunity for reading for pleasure.

### **Reading in KS2**

Children in Key Stage Two follow an individual reading scheme. Each child has an individual reading book which is read at school and at home, this reading is recorded in a reading journal. This is tailored to the child's reading ability and needs, which is supported by the schools reading Bench Mark system and assessment. Children in Key Stage Two also carry out group reading once a week within class and have access to class texts. Children in Key Stage Two enjoy wider reading through books based on the current class topic and other areas of the curriculum. Children in Key Stage Two have access to class book areas and are given the opportunity for reading for pleasure.

### **Reading using ICT**

The school has a bank of ipads that are used by all classes as part of guided reading sessions. The school uses programmes such as Study Ladder and Oxford reading owls. The school is further exploring how technology can be used more effectively to encourage reading for pleasure and enabling children to have wider access to different text genres within guided and independent reading.

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