

How we teach reading at Abbey Road

At Abbey Road we know that reading is one of the most powerful tools of learning, both in school and in the wider world. Children first learn to read and then they read to learn and seek out new knowledge. When we teach children to read we are giving them a vital skill to help them achieve future success. Regular reading, both reading to ourselves, and being read to, has so many benefits. Reading helps to improve our concentration, develops our imagination and improves our vocabulary. This is why we select texts with care for use in our English teaching, Guided Reading sessions and as class readers in story time sessions.

We believe that promoting a love of reading is equally as important as teaching reading skills so we aim to inspire a love of books in every classroom. Each of our classrooms has a reading area with a range of interesting and engaging texts for the children to access. We encourage wider reading in a range of ways including regular library visits and celebrating World Book Day. We also welcome parents into school to read with the children, both as regular volunteers and also when we hold any special events which encourage us all to enjoy reading and sharing stories together.

Within our Reading Diary, we provide a recommended reading list for each year group, which is shared with parents. We encourage regular reading both in school and at home, aiming for children to read at least four times week. We also have an outdoor reading area which is access by children at playtimes.

We recognise the importance of reading fluency, text understanding and vocabulary development when reading and use a VIPERS approach to reading comprehension. This approach is shared with parents via the school reading diary and used during daily during whole class reading sessions.

V – Vocabulary

I – Infer

P – Predict

E – Explain

R – Retrieve

S – Summarise/Sequence

Phonics Scheme:

Teaching children to read and write is at the heart of our curriculum. We are passionate in the belief that every child can learn to read. Research shows that using a systematic phonic scheme is the most effective way of teaching phonics as it

ensures consistency in approach. We believe that rigorous, intensive, systematic phonics teaching underpins reading, spelling and writing across the curriculum.

Our phonic curriculum follows the scheme *Read Write Inc.* The sessions are taught daily and follow a structured approach. It is designed to create fluent readers, confident speakers and willing writers. The Read Write Inc. programme meets National Curriculum expectations and uses effective assessment to accelerate every child's progress into becoming a fluent reader. Children are assessed regularly and progress tracked carefully to ensure that all children make progress and move quickly towards applying their new phonetic knowledge.

Children take part in daily phonics lessons, lasting around 20/25 minutes. In EYFS, children are firstly taught to listen, concentrate and discriminate between sounds. Phonic sessions give numerous opportunities to blend sounds together to read words and segment words into their individual sounds to spell.

Children are given opportunities to apply what they have learnt in these sessions through different games, activities and reading and writing sessions. We use many different resources to supplement our phonic sessions including playing games and websites such as Phonics Play.

Our reading books are matched to the sounds that the children are learning. In EYFS the children take part in a daily reading session using RWInc reading materials. This gives them opportunities to:

- decode letter/sounds correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' (red words) on sight
- understand what they read and read aloud with fluency and expression write confidently, with a strong focus on vocabulary and grammar
- experience early reading success

In addition, children are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's poor articulation, or problems with blending or alphabetic code knowledge.

The children then take home a reading book which is closely matched to the sounds they have been learning.

The books are organised into:

Red 1 – a g t p l n s d o c m

Red 2 – k u b f e l h sh r j v y w z

Red 3 – th ch qu x z ng nk ck ll zz tt ff ss

In year 1 and year 2 (Autumn term) the children continue with a daily phonic session teaching and recapping the sounds already learnt. We ensure that the reading books the children are reading at home matches the sounds the children are learning in school. We also allow the children to choose an additional book as research shows that when children are given the opportunity to choose their own books they are more enthusiastic about wanting to read. These books are also closely matched to the phonemes being taught and give each child valuable opportunity to consolidate their skills. We use the best of many schemes to ensure that the children have a wide range of interesting texts to choose from.

In year 1, children also take part in a guided reading session which uses a text matched to their phonic knowledge. In year 2, there is a daily whole class reading session and additional individual reading opportunities for those children who need to consolidate their phonic understanding.

For any children who finds learning to read more difficult, we run a variety of intervention strategies for phonic and reading interventions including small group and 1:1 support. These include target grouping children to consolidate any phonemes they are unsure of before moving on, bespoke interventions to meet individual needs and the use of more established support materials, such as Switch On Reading, which we start in year 2.

Phonics and reading in Key Stage 2

Phonics teaching continues into Key Stage 2 for those children who require further consolidation. This happens in whole class sessions, small groups and 1:1 as appropriate. The sessions follow the RWInc structure and use the same teaching resources. This helps children to recall previous learning and to reduce cognitive load.

Those children who require more repetition to consolidate their decoding skills or comprehension (lowest 20% of each year group), read regularly to an adult in school and choose from reading books that are matched to their phonetic understanding.

Each KS2 classroom has a reading library where children are encouraged to choose books from a carefully chosen and presented selection, which is age appropriate.

Children in KS2 are taught reading skills daily in a whole class guided reading lesson, which includes skills of reading fluency, text and vocabulary understanding.