

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 also hold regular reading promotion events such as Book Bingo challenges and sponsored reading. Our most recent event focused on the creation of a reading garden for the children to use at playtimes.

We recognise the importance of 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 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 to teaching literacy. 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 minutes. In Foundation, children are firstly taught to listen, concentrate and discriminate between sounds. When teaching sounds, teachers use a multi-sensory approach to ensure that the children have many cues to help them remember each phoneme. 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 actions and rhymes, playing games and websites such as Phonics Play.

Reading Scheme:

We use the best of many schemes to ensure that the children have a wide range of interesting texts to choose from. These include:

- Oxford Reading Tree (5 different schemes by this publisher)

- Pearson Phonics Bug
- Word Sparks
- Rigby Rising Stars
- Jelly and Bean
- Ginn Reading Progress: Reading 360
- Heinemann Story Worlds
- Collins Readers
- Nelson Books
- Project X scheme
- We also supplement scheme books with a great many general non-scheme books

Children in Foundation use the reading scheme Jelly and Bean. This scheme is phonic based and progress is made alongside the phonics taught. We continue this into KS1 to ensure that the reading book the children are reading at home matches the sounds they are learning at school. We also allow children to choose an additional book from our carefully selected range of colour-banded books as research shows that when children are given the opportunity to choose their own books they are more enthusiastic about wanting to read. The books are closely matched to the phonemes being taught and give each child valuable opportunity to consolidate their skills.

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 and Inference Training materials.