Reading at Lemington Riverside

How We Teach Reading

We are passionate about reading at Lemington Riverside and strive to provide stimulating and inspiring opportunities to engage children in reading and books.

In Nursery:

- They begin *Phase 1 of Letters and Sounds* and also follow the reading objectives from *Development Matters* with the majority accessing *Phase 2* by the end.
- The children have daily group reading time and there is a focus story for the week. Children also share daily stories which are linked to their current topic work. The reading of texts, often rhyming texts, and those that have a communication and language focus, e.g. repeated refrain are also incorporated into phonics sessions.
- A variety of teaching styles are used including the use of puppets, a felt board, role play, drama and images.
- There is a library section in Nursery so parents and children will choose a book together to take home on a weekly basis.
- Books are celebrated and reading is encouraged through the designated reading area, a listening station, books displayed relating to their current topic/theme and book baskets in different areas.

In Reception:

- Children continue to work through the *Letters and Sounds* phases with the expectation that the majority of children finish Phase 4 by the end of Reception. Alongside this, they continue to work towards their Early Learning Goals and move to achieving their *Good Level of Development* by the end of Reception. Actions are used to accompany letter sounds.
- Children have daily phonics sessions where they are grouped according to their need. There are also target groups for orally blending, initial sounds and blending, as appropriate throughout the year.
- Children are read with by an adult weekly and twice a week where possible.
- Whole texts are also shared with the class on a daily basis.
- Reading books are Oxford Phonics books and supplemented by phonetically decodable books as appropriate.
- As in Nursery, books are celebrated and reading is encouraged in the reading area, reading den and books are displayed throughout the setting.
- Much of the English work which is carried out in Reception is based around key texts.
- The online phonics and reading resource, Lexia, is a resource to be used to support as needed.

In Key Stage 1:

- Children continue to work through the *Letters and Sounds* phases and are expected to complete *Phase 5* by the end of Year 1 and cover graphemes in the *National Curriculum Appendix* for Year 1.
- The teaching of reading and reading comprehension is based on the *National Curriculum* reading objectives.
- Children share whole class texts daily to develop the children's comprehension skills and they follow up this work through written responses and oral discussions.
- Children are listened to weekly by an adult and fortnightly by the teacher and comments are written on a reading record sheet and in their individual reading record book which they take home.
- Reading books which are taken home are finely graded to meet individual needs.
- All topics which are taught across the year make links to quality children's literatures and these texts are used in English lessons and VIPERS sessions.
- KS1 classrooms also have reading areas in the classroom where there are carefully chosen books for the children to read.
- All Year 1 children sit the phonics screening test at the end of the year. This is repeated in Year 2 for those children who do not meet the expected standard in Year 1.
- Children use the online Lexia programme at least three times a week and this will support their phonics and comprehension skills. Teachers also track their progress using the online teacher resources.

In Key Stage 2:

- Additional phonics support is provided for the children who did not achieve the expected phonics standard by the end of Year 2.
- There is a daily 20-30 minute whole class reading session, VIPERS, where the children focus on the same text and the emphasis is on 'reading to learn'. Consequently, the texts are linked to an aspect of the year group's current curriculum e.g. Topic or Science. *The National Curriculum* is the basis for all teaching. Work from these sessions is recorded in their Reading Journal.
- Children who are below the age related expected standard receive 'Rapid Reading' intervention twice a week.
- All topics which are taught across the year have a text link.
- Reading books which are taken home are book banded to meet individual needs.
- Children use the online Lexia programme at least three times a week and this will support their phonics and comprehension skills. Teachers also track their progress using the online teacher resources.

Spellings taken from the National Curriculum spelling list are sent home weekly in Years 1- 6 and tested at the end of the week. It is then expected that these spellings are used and spelt correctly in their written work. KS1 also put an emphasis on the high frequency words.

Children who need additional support

Throughout the year various strategies will be tried to support children who are below age expected:

- Rapid reading
- Reading recovery
- 1:1 reading support
- TAs with specific reading responsibility
- Lexia