

Reading and Phonics

Reading – Approaches and Schemes

The core reading scheme that we use at Deerhurst and Apperley School, is called '*Phonicsbooks*' (phonicsbooks.co.uk) which is used from the Foundation Stage right through to Year 2. We believe in a balanced approach to teaching reading so the phonics scheme is supported by a range of other books. In our school our approach to teaching reading is varied: the children are involved in regular guided reading sessions where the text is discussed and children's understanding checked, differentiated phonic groups, and hearing children read individually. We also have home/school reading record folders and we encourage parents to support their children's reading at home. Our expectation is that parents read with their children most days of the week. All of our books are banded with colours according to difficulty, and when your child has completed the most difficult level, they will be promoted to being a 'free-reader'.

Foundation Stage -Reception

In Reception we are following the TES phonics scheme, combined with the Jolly Phonics Programme. Children will begin by learning a sound a day, with a special action, and will quickly learn to blend these sounds together.

We will start off with simpler single letter sounds (s,a,t,p,i,n) and then move to those which involve two letters such as 'oi', 'ou' and 'ai', or more e.g. 'igh'.

The children are given story books to share with parents, then books without words to encourage talk and discussion. When the children have some letter sound recognition, they are given simple reading books which follow the order of sounds that they are taught. Books are read individually at first and are taken home to share with an adult. Later, books are read in small guided reading sessions as well. Children will also learn 'tricky words' which cannot be sounded out and will take home flashcards to aid their learning.

Key Stage One

In year 1 and 2 children continue to experience reading in a variety of groupings, shared, guided, paired and individual. They also work daily on their phonic

knowledge in differentiated groups. Reading books are taken home every day. Guided reading takes place every day, and children take part in a variety of activities to support and develop their phonics, reading and comprehension of texts. Once children have completed our coloured book-band scheme, they will be promoted to being a 'free reader' and may select from the range of exciting books that we have both in Class 1 and Class 2.

Children from years 1-6 have a weekly spelling test. Guidance for parents is included on our school website, as are the spelling lists that the children take home.

Liaison with Parents

Parents are invited to school on their child's entry so that they can learn our approach to reading. We use home/school reading diaries where parents can comment on their child's reading progress. There are notes to guide parents to support their children with their reading and spelling included on this website. Our expectation is that parents read with their children most nights. Parents are also encouraged to help their children learn their spellings on a regular basis.

Assessment

Children's reading development will be monitored as follows :

- Progress through the reading Schemes.
- TES phonics progress through the phases
- Teacher records of individual reading.
- Sight vocabulary lists of key words.
- Early Years Foundation Stage Assessment at the end of Reception.
- Phonics trackers are used from EYFS to Year 2.
- SATs reading tasks at the end of Year 2.
- SPAG (GPS) tests Y1-6