Reading

At Shalfleet CE Primary we recognise the importance of reading. We believe that reading opens doors, enriches lives and is an essential skill that needs to be developed for all. The more children read, the better they become at reading, so at Shalfleet our pupils read lots! We have planned Guided Reading sessions, where pupils are taught the skills of reading and comprehension, alongside developing a love of reading. We have volunteers who hear pupils read, and within Reception and Key Stage One, we endeavour to hear pupils daily. In Key Stage Two pupils read daily either individually, through guided reading, or sharing the class book, with pupils whose reading skills need further development, reading to adult during the day. The more enjoyable the things they read are, the more they will stick with them and develop the reading skills that they will need for full access to information in their adult lives. Reading should be viewed as a pleasurable activity – to access entertaining tales and useful and interesting factual information. We have a ‘child run’ school lunchtime lending library, where children can borrow and share a range of reading materials.

The more young children are read to, the greater their interest becomes and provides them with storylines and a greater vocabulary. So we seek to create a love of reading and understanding that it can be by way of books, comics or websites. All of this develops skills and exposes children to new vocabulary. When parents read aloud to children, the children also hear correct pronunciation as they see the words on the page, even if they can't yet read the words on their own. We read to our pupils and seek to instil a love of reading for all.

Through reading, children can learn about the wider world, improving their understanding and knowledge of global issues. This can happen through nonfiction but, perhaps even more importantly, reading stories which are set in other places and time periods can deepen understanding.

We believe that a robust system of teaching phonics is essential to allow children to understand how our language works and develop early reading and writing skills.

What is Phonics?

This is the knowledge of how the alphabetic sounds works and how these sounds are combined to correspond to the spoken word.

Phonemes are the sounds, which are made by blending letters to correspond to the spoken word.

Graphemes are the written equivalent of phonemes.

Why we teach phonics:

* To enable children to start learning phonic knowledge and skills by the age of five, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One
* To ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns, with the goal being automatic use in reading and writing.
* To ensure that the children are taught high frequency words as well as the ‘tricky words’ that do not conform to regular phonic patterns.
* To ensure that children have opportunities to read texts and words that is within their phonic capabilities as early as possible.
* To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
* To help the children to apply the skill of blending phonemes in order to read words.
* To help the children to segment words into their constituent phonemes in order to spell words.
* To learn the blending and segmenting words are reversible processes.

How we teach phonics:

* The teaching of phonics is supported by the Letters and Sound document, Read Write Inc resources and planning and Jolly Phonics Scheme for younger children.
* Sounds taught should be ‘pure’, such as, ‘b’, not ‘buh’ as this is central to phonic teaching and ability to recognise sounds in words.
* Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling. Phoneme buttons are used in phonics teaching.
* Phonics is taught and assessed regularly throughout the week in Key Stage 1 and ‘catch-up’ programmes delivered in Key Stage 2 as needed.

Reading Schemes

The school’s core reading scheme is ORT, although this is supplemented with a variety of real books. Pupils move through the ORT bands as their decoding and comprehension skills are assessed. In years 5 and 6, children enjoy reading a class novel in their guided reading followed by differentiated questions and activities. Each year group shares books or class novels daily.