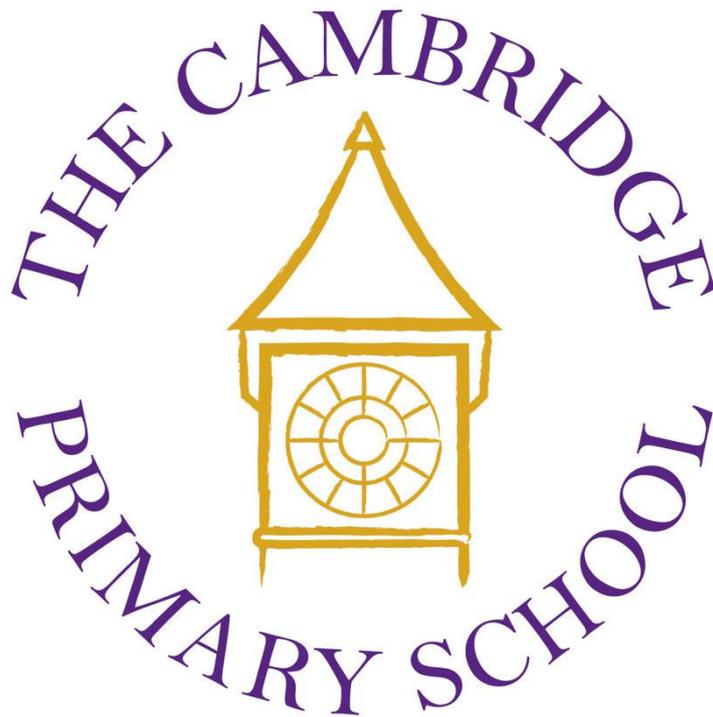


Reading in Reception and Key Stage 1 at



'Inspiring Minds Together'

Our aim is to make reading an enjoyable, lifelong experience for all our children.

“Once you learn to read, you will be forever free.” Frederick Douglass

The teaching of phonics and early reading at The Cambridge Primary School is of the highest priority. We are committed to ensuring that every child will learn to read, regardless of ability, need or background. Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. We are committed to inspiring every child to be excited about books and motivated to read for pleasure.

Reading is key to a child’s learning and we know how important it is to work in partnership with parents and carers to help children to develop their confidence in this area. Reading together at home is one of the easiest but most important ways in which you can help your child. As you share books together, you will help to develop your child’s reading skills and show them how enjoyable and important reading is. Thank you for your support-it really makes a difference.

What reading skills and strategies do we teach at school?

Phonics is the key strategy we teach to enable children to read the words they see. We follow the Letters and Sounds programme in addition to utilising the images, actions and rhymes from the Jolly Phonics approach.

By using the phonics skills they have learnt, children will be confident to tackle new words and go on to become fluent readers.

In Phonics, children are taught to:

- Recognise the sound that each individual letter makes.
- Identify the sounds that different combinations of letters make such as ‘sh.’
- Read (decode) words by sounding out the letters and blending the sounds together from left to right.
- Recognise words by sight because many words in the English language cannot be read (decoded) by sounding out and blending for example, ‘the.’ These are known as ‘tricky words.’

As fluency develops, we focus on the children’s understanding of what they have read and their responses to the text. We encourage children to develop comprehension skills by thinking about the following aspects using engaging dog characters:

- Victor Vocabulary- Identifying new vocabulary and discussing its meaning, talking about the author’s choice of words and using this to understand the text.
- Sequencing Suki- Identifying and explaining the sequence of events in texts.

- Rex Retriever- Identifying and explaining key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- Inference Iggy- 'Reading between the lines' and looking for clues to gain a deeper understanding of the text.
- Predicting Pip- Predict what might happened on the basis of what has been read so far.

See the comprehension information for further details on supporting the above.

When do we teach reading at school?

All children in Reception and Key Stage 1 are taught Phonics every day for 20 minutes. It is the most effective way of teaching young children how to read. Children are taught reading comprehension skills during daily guided reading lessons (10 minutes in Reception and 30 minutes in Key Stage 1). This is a time when children have the opportunity to explore and talk about a focus text in more detail. Children will also read individually to an adult. All children read weekly but some children may read more often depending on individual need. During English lessons, the planning is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in Reception and an English teaching sequence in Key Stage 1; leading to daily discussion about the text. Children have many other opportunities to read and enjoy texts as part of the wider curriculum. These include reading their own or a partner's work in class, carrying out research as part of a project or preparing for and presenting class assemblies. Your child's teacher will take advantage of opportunities to make links between reading sessions and other activities so that the children can practise their skills in context.

How you can help?

- You will receive regular letters regarding the focus sounds and 'tricky words' your child is learning in phonics lessons. Please cut up the letters and words and play games using the guidance.

What do the children read?

Your child will have two books to bring home and read every day. They are called the 'Phonic' and 'Family' readers. Please ensure these are both kept in the reading wallet with the comprehension booklet, and are in school every day.

‘Phonic Reader’

This book will match as closely as possible, the sounds and words your child is currently learning. They should be able to decode the words by sounding out and blending, and **not** by using the pictures. These books are organised into book boxes.

How you can help?

- Your child will keep their ‘phonic reader’ for one week and it is expected that they have the opportunity and are encouraged to read it every day. This is part of the National Curriculum and helps children to develop confidence, fluency and pace.
- Encourage your child to decode the words by saying each sound in order and then blending the sounds together.
- Remind your child not to sound out ‘tricky words.’
- Have fun helping your child develop fluency and pace by timing how quickly they can read their book. The times could be recorded in the reading record.
- Reading the same book provides additional opportunities to ask your child questions to develop their understanding of what they have read and their responses to the text.
- Children need encouragement and positive reinforcement to become a confident reader so try not to point out every mistake your child is making.

‘Family Reader’

The aim of this book is to develop and inspire a love of reading through the shared experience of reading together. This book will contain sounds and tricky words that do not match those your child is currently learning so they are not expected to be able to decode it. Your child can choose their ‘family reader’ book from any coloured book band and change it every day. If you wish to read a book from home or your local library as the ‘family reader’ that is ideal, as children often have favourite books they read time and again. It is important to note that any type of text is suitable to read if it is relevant to your child. Examples include: comics, newspapers, magazines, plays, e-books, internet pages, recipes, instructions, TV guides, travel brochures, sports reports etc. Comprehension skills can also be developed using the ‘family reader’ texts. Discussing what you are reading and asking questions as you share books will help with understanding.

Research suggests that reading to children every day at a young age has a direct effect on their schooling outcomes regardless of their family background and home environment. It has a significant positive effect on their reading skills and cognitive

skills later in life. Reading to young children 6-7 days per week has the same effect as being almost 12 months older.

How you can help?

- Introduce the book and ask why your child chose it. Continue by discussing the title, what it means and what they think the book may be about from the title and cover.
- Draw attention to 'tricky words' and words containing focus sounds. You could make a list of the words or count how many 'tricky words' there are.
- Encourage your child to talk about new words or those they don't know the meaning of to develop vocabulary.
- Talk about the events in a story to help your child develop the skills of retelling and sequencing.
- Point out capital letters and explain how they differ from lower case letters.
- Identify and talk about the punctuation on a page.
- When reading factual books, encourage your child to use the index, contents page and headings to find information.
- Read a range of books including poetry and nursery rhymes to develop a sense of rhythm and rhyme.
- Make links with other stories, experiences or programmes your child has enjoyed.

How are the Reading Records used?

All children have a Reading Record which will need to be in school each day and taken home each evening. An adult will write in the Reading Record when your child has read in school. We would ask you to write in the diary when your child has taken part in any reading activity at home including bedtime stories and phonic games. Please date, sign or initial any comments you make.

How is Reading Assessed?

We build a picture of a child's reading behaviours from a wide variety of sources including, phonics and guided reading lessons, individual reading, home reading records and from reading events such as Book Buddies and Mystery Readers. The children in Key Stage 1 have their own Reading Target card that they use to self-assess.

Your child will move through the book boxes of Phonic Readers at a pace matching their development. It is important that they read the books within each box at an independent or instructional level, which is with 90-95% accuracy. They should also be

able to retell the main points they have read and answer simple literal retrieval questions.

Extra hints

- Ensure your child has their reading wallet (containing their reading books, reading record and comprehension booklet) in school every day.
- Introduce your child to a wide range of texts such as comics, newspapers, magazines, plays, e-books, internet pages, audio stories, recipes, instructions, TV guides, travel brochures, sports reports etc.
- Set a good example by making sure your child sees you reading at home e.g. books, newspapers, recipe books and instructions.
- Talk about your favourite author or the kinds of books or reading materials you prefer to read now or when you were a child.
- Encourage your child to look at print around them e.g. food labels, shop signs, road signs etc.
- Play games that develop phonic skills e.g. I Spy.
- Make a scrapbook of, for example, real football headlines with photos of the players alongside or of Disney princess pictures and story titles. Children will return to this kind of interest-led scrapbook many times, perfecting their reading skills as they do so.

