



# Reading Overview

## Intent

The more that you read, the more things you will know. The more that you learn, the more places you'll go. —Dr. Seuss

This quote resonates with our belief at DSJA. Reading is the key to the world. Children who read regularly become good readers, good readers become good learners with an enquiring mind, good learners with an enquiring mind have no limits.

We focus on developing the key skills of decoding in our EYFS and lower KS1. By the end of KS1 we intend all children to be fluent readers. As children progress through school they are exposed to a wide range of reading materials and authors helping to engender a love of reading. Our ultimate intention is that children leave us at the end of KS2 as children that share our passion for reading.

## Implementation- Organisation of reading

### Early Reading

Early reading is vital to a child's success in school and their ability to flourish as they progress through or wider curriculum.

To give our children the best start we follow The Floppy Phonics programme to shape when and why they are introduced to each letter, sound or letter pattern.

Our aim is that children will progress through the six phases, beginning with recognising various key sounds in nursery and systematically working through to being a fluent reader when they complete Year 2.

The table below gives a rough guide to what each phase covers. We also have a more detailed termly overview available on the school website.

Within your child's planner there is further guidance on each phase as well as links to websites to support you in practising the sounds with your child.

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception)	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception)	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

<i>Phase Four</i> (Reception)	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

### Reading In school EYFS

In F1 children are taught to read through 'phonics' following the Floppy Phonics programme. They initially identify environmental sounds to become skilled in listening for letter sounds. Phase one sounds are also explored through listening games and activities to build up their exposure to a variety of sounds and letter sounds. By the end of FS1 the majority of children will begin to learn the initial phase two letters and sounds.

In FS2 children continue to follow Floppy Phonics programme. Initially sounds and actions are used to identify letters and sounds before progressing to putting the letters together (blending) to form words. Children's skills are built up through teaching sessions, games and activities leading to them developing reading skills including reading sentences. In addition to phonics sessions reading is taught through both Guided Reading groups as well as shared reading sessions. Children regularly listen to and tell stories through play to become confident readers before entering KS1.

### Reading in school KS1

Reading in Year 1 links directly with children's current phase of phonics within Floppy Phonics. Guided reading is taught daily using texts linked to phased letters and sounds. Children also have the opportunity to practice their independent reading, work on phonic activities and read to adults 1:1.

A similar approach is used in Year 2, however as children become more confident with applying their phonetical understanding they will independently read in preparation for their guided sessions.

At the end of each day in KS1 children share in a whole class text. These stories and poems are used to inspire the children to read widely and develop their comprehension, enjoyment and understating.

### Reading in school KS2

Guided Reading is taught daily. Children who are fluent readers should pre read the section the group will be focusing on before their Guided Read session. Teachers will have pre- set questions that they will focus on based on the objective for the session.

Alongside Guided Reading we want children to develop a love of reading and be exposed to classic texts that are above their own reading age. A whole class book study will take place every week alongside Guided Reading sessions. Sessions of the whole class book will be read daily (at the end of the day) with a view that children will do a follow on activity based on it. Discussions during these whole class sessions allows both high level vocabulary and higher order thinking to be explored regardless of the children's reading age.

The Phonics code that is used in EYFS and KS1 continues to support spelling development throughout KS2.

### **Reading at home in EYFS and KS1**

Each child will bring home two books. One is matched to their current phase of phonics from Floppy Phonics and the other is a story that you can share together as some words will be unfamiliar.

In Nursey children will bring books to share as a family until they reach phase 2.

Regular opportunities for parents to share reading experiences in school will be planned throughout the year.

### **Reading at home in KS2**

Children will bring home reading books linked to the school colour bands. These are books your child will be able to read fluently, with a high level of comprehension. There are examples of the kinds of questions you can ask your child after they have read to explore the book together and check their understanding.

Your child will continue to bring home a phased phonics book until they are secure at phase five.

### **Impact**

Impact will be measured throughout the year both in summative and formative formats. The views of children and parents will be sought alongside the outcomes of assessment to create a rounded view of the impact of the approach to reading.