

Kiveton Park Infant School – Our approach to early reading

There is a strong focus on the key skills of early reading throughout the School. These are taught through a variety of phase specific approaches.

Foundation 1

In Foundation 1 (Nursery) key listening skills are developed through the delivery of Phase 1 letters and sounds activities. Children are encouraged to focus their listening skills to help them discriminate between sounds in the environment, leading on to letter sounds where the children learn about rhyme, alliteration and how to split a word in to the sound components.

The love of reading is developed from the beginning of Foundation 1, where a variety of different books are readily available for children to develop book handling skills. Children enjoy sharing books with adults and story times are timetabled in to every session, encouraging the children to think about characters, plots and join in with repetitive story language.

Foundation 2

Strong transition ensures that children continue the Phase 1 letters and sounds curriculum at the start of Foundation 2 (Reception), when secure foundations in oral blending and segmenting are achieved and the children are developmentally ready to move on, letter sounds (phonemes) are taught. Children learn four new phonemes each week, these are consolidated through adult led small group activities where the children apply their knowledge and understanding and adults extend and support their learning needs. Once the children know the first six phonemes they are taught how to blend the sounds together to enable them to read simple short words. This skill is continually supported and extended, using more phonemes, and later moving on to reading longer words containing sounds of two and three letters. Alongside the teaching of phonics the children learn to recognise non-decodable words.

Reading skills are taught through weekly guided reading sessions. In these sessions children are encouraged to apply skills taught through phonics to read books containing simple sentences, adults support comprehension through questioning. Individuals receive supplementary reads to support the development of skills as necessary.

In Key Stage 1

In Key Stage 1 phonics is taught daily through discreet sessions in which children are grouped according to the Phase they are working within. In the Year 1 classrooms, phonics areas allow children to access resources to consolidate their learning. Daily Guided Reading sessions stretch and support a variety of skills with teacher lead and independent reading tasks pitched to meet individual children's needs. In Year 2 formal comprehension activities extend higher achieving children. Daily literacy lessons are also used to teach and consolidate key skills using a variety of

techniques. Through the wider curriculum children are encouraged to use and apply skills taught to support learning in all areas.

Reading throughout the school

All classrooms are text rich to encourage the children to read and see the importance of this skill. Provision promotes reading in all areas of the classroom, which is changed regularly to match the children interests and needs. All classrooms have a Happy Reading Space which encourages children to read and share books with their peers and adults.

Our reading scheme

Our reading scheme is a combination of Rigby star and Oxford Reading tree. Reading scheme books have a phonic focus for early readers. These books are supported by a wide range of genres to develop comprehension skills. Books are appealing and have been carefully selected to develop a love of reading and at higher levels take in to account children's interests.

Phonics sessions

Phonics sessions are delivered by Teachers and Learning Support Assistants. Every Teacher follows a consistent plan of four elements: revisit and review, teach, practise and apply. In Foundation 2, this takes the form of a whole class input delivered by the Class Teacher, reviewing previous learning before extending to new phonemes and tricky (non-decodable) words. Children then split into small Phase specific ability groups to complete adult directed small group activities to practise and apply skills.

In Year 1, at the beginning of the year, all children access the new graphemes for reading at Phase 5 for the first term. After which the class has phonics delivered in smaller Phase specific groups to meet individual's needs. At the end of Year 1, all children receive the National Phonics Screening Check to assess who is securely working within Phase 5.

In Year 2 children will access Phase 6, taught in the same way as in Year 1.

Home Reading

Each week children take home reading books which are matched to the individual's ability. Parents are encouraged to read with children three times a week and write a comment in their Home/School Diary to inform teachers of how their child coped with the books, successes and areas for support.