



# Reading and Phonics Information

## Phonics

Our approach to learning phonics in the EYFS (Early Years Foundation Stage) and KS1 (Key Stage 1) is through using *Letters and Sounds: Principles and Practice of High Quality Phonics*. Each sound is introduced by using a picture, mnemonic and action. We believe this is an effective and interactive way for young learners to recall phonemes.

*Letters and Sounds* provides us with games and resources to support our teaching of phonics. It aims to build pupils' speaking and listening skills, as well as prepare pupils to learn to read, by developing their phonic knowledge and skills. It sets out a systematic programme for teaching phonic skills, with the aim of pupils becoming fluent readers by age seven.

## Reading

At Evington Valley Primary School we aim to inspire children to be confident, competent readers whilst also fostering a real love of reading for enjoyment and pleasure. We use the Revised National Curriculum as a basis for planning and delivering lessons that improve children's decoding, fluency and comprehension skills.

## Reading Schemes

The teaching of reading and phonics is supported by the following schemes:

- Songbirds
- Oxford Reading Tree
- Project X
- We are also in the process of organising our entire reading stock using the Reading Recovery book bands.

## Reading provision in the Foundation Stage

In the Foundation Stage children are introduced to reading by hearing a rich variety of texts that include patterned and rhyming language, bilingual texts, poems, and topic related books. Children also orally learn ten texts throughout the year. At an appropriate time, they are then able to apply skills learnt in daily phonics sessions in Guided Reading sessions.

## **Reading provision in Key Stage 1**

During Key Stage 1, children continue to experience a range of texts in order to develop their vocabulary and decoding skills. Books without pictures are also introduced in order to encourage children to visualise pictures 'in their heads'. Children continue to orally learn at least eight texts throughout the year. Each child takes part in differentiated daily phonics and Guided Reading sessions. All children are heard to read individually by an adult every week.

## **Reading provision in Lower Key Stage 2**

In Lower Key Stage 2, children hear longer chapter books and short novels. Pupils continue to orally learn at least eight short stories, poems or non-fiction passages. They take part in daily Guided Reading sessions in differentiated groups. Reciprocal Reading is introduced as a way to improve children's comprehension and language skills. Guided and Reciprocal Reading are taught in alternate six - week blocks. Children are encouraged to share and recommend texts they have enjoyed with their peers.

## **Reading provision in Upper Key Stage 2**

Throughout Upper Key Stage 2, children develop their knowledge of texts by being exposed to more challenging books and poems. Pupils continue to orally learn at least six short stories, poems or non-fiction passages. To encourage children to read for pleasure, the pupils take part in a weekly Book Club where they are given the opportunity to select, read and discuss books of their own choice. Comprehension skills are further developed through Reciprocal Reading sessions and Guided Reading sessions in differentiated groups. Children are also given the opportunity to respond to and share opinions about texts through group and whole class debates.