



Reading at St Giles' C of E (A) Infant School

"Loving God and Loving our Neighbour"

Intent

At St. Giles, we aim to provide a curriculum that is engaging, balanced and ambitious for all pupils. A curriculum that is coherently planned and successfully designed and developed. Reading is underpinned by our Christian Vision and Values. We place great value on developing the children's reading through focusing on their communication and language skills as well as phonic and comprehension skills. We believe that phonics provides the foundations of learning to make the development into fluent reading.

The children will be taught to decode words by breaking them down into sounds as well as the methods needed to decode, sound out and blend new words together. Children will continue to recap these sounds through our word building, spelling lessons and homework as well as in English lessons, Guided Reading and individual reading with the children.

Children will be encouraged to develop pleasure in reading and to read books at the right level out loud. Also, to re-read books to build up fluency, to listen and to talk about a range of stories and texts and understand the books they read and listen to.

Implementation

At St Giles, we use Little Wandle Letters and Sounds Revised programme to teach phonics across the whole year groups. We also use Little Wandle Cat Books alongside other books during our Guided Reading sessions.

<https://www.littlewandlelettersandsounds.org.uk/>

In Reception and Year 1, phonics is taught daily in 30 minute sessions and children follow the progression within Little Wandle Letters and Sounds Revised programme. In Reception, we start teaching from Phase 2 to Phase 4. In Year 1, we recap Phase 3 and 4 before moving on to teach Phase 5 explicitly. In Year 2, we recap Phase 5 at the beginning of the school year and then move on to spelling where we follow the National Curriculum. Spelling is taught for 20 minutes everyday. In year 1 and year 2, following Little Wandle Letters and Sounds Revised Programme, we have Keep Up groups where we provide targeted phonic intervention programme for those who need to catch up in their learning.

Children will learn key skills such as blending sounds together to make words and segmenting words into their separate sounds. They will also learn grapheme-phoneme correspondence and to blend and segment longer words with adjacent consonants and different ways of pronouncing the graphemes they already know. They will learn to recognise Year 1 and Year 2 Common Exception Words. Children will be taught to develop their spelling throughout the year during Early Morning Challenges, English lessons and Guided Reading activities.

At St. Giles, we promote a love for reading by sharing short stories with our classes and visiting our school library once a week. We also provide a book club at lunch time, organise events such as World Book Day, author visits and create opportunities for parent volunteers to come and read with the children. We also provide cross-curricular topic books to teach our English lessons, engaging book corners in the classrooms with a variety of books and texts for the children to choose from and read.

Children will be taught to read a range of wide texts fluently and accurately, express their opinions, their likes and dislikes about events and how to use more than one strategy in order to recognise unfamiliar words in texts. Also, to create opportunities for comprehension activities to extend children's thinking through Guided Reading activities and daily English lessons.

Impact

At St. Giles, we love reading. We believe that reading can be a fun and imaginative time for the children, which can open doors to all kinds of new worlds for them. The teaching staff at St. Giles are passionate about promoting positive attitudes towards reading. This helps the children to be inspired, engaged and gain a good understanding of the importance of reading. Children will become more confident and fluent readers, access the breadth of the curriculum and improve their communication and language skills. Through hearing stories, children are exposed to a wide range of news sounds, words and phrases. This helps them build on their own vocabulary and improve their understanding when they listen. Through Guided Reading and English sessions, children's vocabulary and comprehension skills will be developed. Children are exposed to high quality texts across the year groups which allow them to build their own vocabulary. By reading regularly and consistently, children's concentration levels will improve. They will gain a deeper understanding of their world and learn to develop empathy.

Our Christian Values underpin Reading through:

- Respect – showing respect for the school's resources including reading and phonic books, reading records, Little Wandle Phonic resources, phonic sound mats and common exception word mats
- Courage – taking risks with our reading time and effort. To try something new and believing we can all be an avid reader
- Compassion – understanding that we learn through mistakes and encouraging others who might make mistakes. By showing compassion to those who might find new skills challenging.
- Friendship – working together, sharing ideas and resources respectfully. By discussing stories and expressing our thoughts kindly.
- Thankfulness – We are thankful for the opportunities and resources available to us in the school.

Reading Skills Progression

Early Years Foundation Stage

Reception	Communication and Language	<ul style="list-style-type: none">• Understand how to listen carefully and why listening is important• Learn new vocabulary• Use new vocabulary through the day• Ask questions to find out more and to check they understand what has been said to them• Articulate their ideas and thoughts in well-formed sentences• Connect one idea or action to another using a range of connectives• Describe events in some detail• Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen• Develop social phrases• Engage in story times• Listen to and talk about stories to build familiarity and understanding• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Use new vocabulary in different contexts• Listen carefully to rhymes and songs, paying attention to how they sound• Learn rhymes, poems and songs• Engage in non-fiction books• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	Understanding the World	<ul style="list-style-type: none">• Compare and contrast characters from stories, including figures from the past

Literacy	<ul style="list-style-type: none">• Read individual letters by saying the sounds for them• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences• Read some letter groups that each represent one sound and say sounds for them• Read a few common exception words matched to the school’s phonic programme• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
		Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
		Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending

Understanding the World	Past and Present	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words • Understand the past through settings, characters and events encountered in books read in class and storytelling
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Key Stage 1 National Curriculum Expectations	
Word Reading	<p data-bbox="465 898 952 933">In year 1 Pupils should be taught:</p> <ul style="list-style-type: none"> • to apply phonic knowledge and skills as the route to decode words • to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

	<ul style="list-style-type: none">• to read other words of more than one syllable that contain taught GPCs• to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)• to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• to re-read these books to build up their fluency and confidence in word reading
Comprehension	<ul style="list-style-type: none">• to develop pleasure in reading, motivation to read, vocabulary and understanding by;• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently• being encouraged to link what they read or hear read to their own experiences• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics• recognising and joining in with predictable phrases• learning to appreciate rhymes and poems, and to recite some by heart• discussing word meanings, linking new meanings to those already known• to understand both the books they can already read accurately and fluently and those they listen to by;• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading

	<ul style="list-style-type: none">• discussing the significance of the title and events• making inferences on the basis of what is being said and done• predicting what might happen on the basis of what has been read so far• to participate in discussion about what is read to them, take turns and listen to what others say• to explain clearly their understanding of what is read to them
Word Reading	<p>In year 2 Pupils should be taught:</p> <ul style="list-style-type: none">• to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• to read accurately words of two or more syllables that contain the same graphemes as above• to read words containing common suffixes• to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

	<ul style="list-style-type: none">• to re-read these books to build up their fluency and confidence in word reading
Comprehension	<ul style="list-style-type: none">• to develop pleasure in reading, motivation to read, vocabulary and understanding by;• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently• discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales• being introduced to non-fiction books that are structured in different ways• recognising simple recurring literary language in stories and poetry• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• discussing their favourite words and phrases• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear• To understand both the books that they can already read accurately and fluently and those that they listen to by;• drawing on what they already know or on background information and vocabulary provided by the teacher

- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves