



Early Reading Journey At St Mary's

The children are taught to read initially through a systematic phonics reading scheme called Read Write Inc. written by Ruth Miskin. This is delivered daily and teaches the correspondence of phonemes (sounds) and graphemes (letter shapes). Children take home books that match the daily taught phonemes/graphemes and this is also placed onto Tapestry. Children have a book of their choice to take home too and a book chosen from their weekly school library visit. Reading for pleasure is central to our reading practice; with the children having an end of day reading session with their teacher. When the book is finished, the children give feedback on how much they enjoyed it so that the teachers can gauge the popularity of the book. Children also take part in Christmas bedtime stories, book fairs, collaborative reading, DASP reading events, author visits and “Extreme reading “ events. Reading workshops are led by staff throughout the year to support the teaching of reading at home. We have an open door policy so please always ask if you need any additional help or advice.

Please see our more detailed outline of the reading journey your child will take:

Your child may start their reading journey at St Mary's knowing a few sounds - usually from the names of significant people like **m** in mummy. They may enjoy flicking through books and talking about what they notice in the pages. They may like to hear stories being read to them and choose books as part of their play.

Autumn 1 in Reception

As they continue their reading journey with us, they learn an increasing number of sounds. We use the Read Write Inc reading scheme to help your child recognise different phonemes (sounds) and relate these to their corresponding grapheme (shape). **Your child will learn one new phoneme/grapheme a day** and practise it throughout the day. It is expected that every child keeps up with the learning of each sound and practises it at home. The sound is shared on Tapestry.

By the end of Autumn 1 in Reception, your child will typically read about a third of the first set of sounds; beginning to orally blend most of the word with growing accuracy.

By the end of Autumn 2 in Reception, your child will become increasingly confident with the set 1 sounds with only a few sound gaps - ng, nk and qu are the ones that the children tend to find tricky. Oral blending is good by now and your child is reading basic CVC words e.g cat and dig. “ Tricky words” are introduced by the end of this term e.g **the** and **I**

By the end of spring 1 your child will be reading some set 2 sounds and starting to use them in their writing; making attempts at multisyllabic words but could sometimes miss out some of the sounds. Generally, children get to about red ditty 6 books by this point and have also explored non fiction too. Children begin to understand concepts such as finger space and full stops - referring to sounds and relating this to attempted written sentences. Tricky words typically known are: **I , my to the**. Blending is beginning with some of the children.

By the end of spring 2 your child will learn the second set of words and know more tricky words : **he, we, me, be, she, the, to, my, I** . They will typically have completed red ditty books and begun green. Reading usually takes off at this point and your child may even move to purple reading books. There is some correspondence with the writing of basic sentences with some plausible attempts at longer words. Children are beginning to write more than one sentence but they sometimes find it difficult to read it back to themselves at this point.

By the end of summer 1 the early learning goal of reading and writing a sentence is achieved.

By the end of summer 2 these reading skills are refined with increased independence in preparation for year 1. Children are reading securely in green/purple books and access other genres such as poetry, plays and nonfiction. Some set 3 sounds are taught and any gaps in set 2 are learned.

Yr 1

Autumn 1

There is a recap on set 2 & 3 sounds as a class - a new sound is learned each day, applying the sound in both reading words that make sense and those that are **alien** words e.g daz, bing, zop. **Fred talk** is used to sound out new words. These are applied in sentence writing with sound buttons when necessary. Daily common exception words are learned- with a new word each day with an end of week recap to embed. Guided reading moves to pink books.

Autumn 2

Daily phonics continues, with children learning how to sound out the phonemes in both real and alien words - beginning to place volume and intonation into the reading. Children are encouraged to reread words within a sentence if it does not make sense. Some children are now reading orange books.

Spring 1

There is recapping on set 3 sounds, with the continuation of additional sounds being introduced. Children are reading more fluently; recognising many of the 'tricky/red words' in their reading book. Children reread sentences to improve fluency.

Spring 2

There is daily recap on set 3 sounds and additional sounds; children tackling tricky consonant clusters and practising split digraphs, trickier set 3 and additional sounds. Weekly independent comprehension is included in reading sessions.

Summer 1

By the end of summer 1 everyone will be secure in reading and writing split digraphs, trickier set 3 sounds and additional sounds. All children will be secure with comprehension activities and reading fluently.

Summer 2

Children find alternative phonics sounds inside words and are secure in reading and writing split digraphs. They are increasingly fluent and link reading skills to their writing.

Yr 2

The children will use segmenting and blending effectively and independently, identifying a range of long vowel sounds. They will be able to use more than one decoding strategy. They can recall specific information about texts and locate the information in their books. They will be able to make

some inferences and use the book to help them show this. They will know the difference between fiction and non fiction and know how they are organised.

They will be able to talk about the author of the book and pick words that they think are important. They can understand the text and begin to know that the author has a viewpoint. They will begin reading with some fluency and expression.

They will be able to discuss their likes and dislikes about a text and think about the setting of a book.

Yr 3

In Year 3, the children are on the way to becoming confident, independent readers. Many children who have got to grips with phonics and word-reading will shift their focus onto comprehension. We explore a range of suffixes and prefixes that are applied to root words to alter the meaning. We also explore common exception words noting the unusual correspondences between spelling and sound. In guided reading we complete a range of activities that explore all aspects of reading including spellings, using a dictionary and locating information in non-fiction texts. We listen to each other read and make it a point to enjoy a book together as a class. The children contribute their favourite stories to share as well as some classic texts blended with more contemporary book.

Yr 4

In Year 4, we introduce whole class reading activities using VIPERS (vocabulary, inference, punctuation, evaluation, retrieval and summarise). The teacher leads the daily activities with a continued focus on modelling and guiding. Within the units, children take turns to discuss books they have read and those that have had read to them. They talk about different types of stories, themes and conventions and predict what they think will happen. They listen to one another, using evidence from different parts of the text to support their responses.

They also recognise different types of poetry and ask questions to help them understand more; learning to perform both poetry and plays. The children use non-fiction books to find out about things and can tell what the main ideas are in a book from reading different paragraphs. They use a dictionary to check the meaning of new words and discuss words and phrases that interest them.

*** The school recently implemented Accelerated Reader which is a reading programme that encourages independent reading. It offers a quiz for when your child finishes their book and checks

their level of understanding. This is used in years 3 and 4.