

Reading Intent

All teachers have a fundamental role in teaching children to read and it is through reading that children access the curriculum and progress through education; they read for pleasure to expand their worldview; and increase their chances of educational success regardless of background, ethnicity, level of disadvantage or disabilities. Children have a fundamental right to learn to read. We teach reading through the use of phonics, where children are taught to decode, and then, when decoding is secure, through text comprehension. A fluent reader is one who is able to effortlessly combine the skills of decoding, word and text comprehension, and can also self correct, or move on regardless of misunderstanding. The teaching of reading is supported throughout the school by the continual use of talk to explain, discuss, expand and share ideas.

In each year group, children read a range of fiction, non-fiction and poetry from different time periods and reflecting their own lives and those of others. You can see our text type distributions below for fiction, non-fiction and poetry texts. We have a list of core poems that are covered in each year group, which are attached below.

The books we have chosen reflect the diversity of our society, enabling children to encounter other cultures and other areas of experience. Children are also encouraged to read all different types of texts, from plays, poetry, magazines and newspapers, to websites, recipes, instructions and brochures. We also embrace reading in its wider sense through the use of film to develop visual literacy and comprehension. Our teaching of reading takes many forms: through reading whole texts, to exploring extracts, to discussing character, plot and setting, and examining the language choices of authors. Key comprehension skills for each year group are the examination and definition of new vocabulary, retrieval of information from a text, explaining events/information in a text, inferring information, summarising the content of texts, and predicting what is to come.

Please see our whole school reading progression document below.

Reading for Pleasure

Reading for Pleasure means building a reading culture where children are encouraged to take ownership of their reading and explore their own interests. There is a strong link between reading for pleasure and attainment across the whole curriculum. Children who read for pleasure are shown to progress more, have improved life chances and also score higher on assessments of mental well-being. We encourage children to share book recommendations with each other, and we also ask parents, teachers and other members of our school community to share their favourite books. We have a book hub in EYFS and Year 1, Lower KS2 and Upper KS2. Children are encouraged to bring books to the Book Hub that they are happy to give away, and they can take new books away from the Book Hub to read at home and keep. Each class has their own reading champions, who organise the book resources of their class and give book reviews in assembly. Each class engages in their own reading for pleasure activities such as logging the books read by the class, sharing book reviews and recommendations and engaging in whole class sharing of a key text.

To encourage reading for pleasure we run a Beit Shvidler reading challenge where children are rewarded every time they reading eight books in Key Stage 1, and five books in Key Stage 2. They complete a task from the menu of reading tasks, and log the number of books they read. We also send home recommended readings lists for each year group, and children are welcome to read from a different year group if that list is more suitable for them.

Parents reading at home

Parents have a key role to play in supporting children to learn to read, and also to encourage reading for pleasure. When reading for pleasure, children will often bring home a book that they are unable to read themselves. This book is to encourage a shared reading experience between parents and children. Parents should make reading aloud feel like a treat and a chance to share special time together. Parents should model curiosity to their children about finding using the front cover, pictures and blurb to find out what the book is about. The whole book should be read through once so that the child can engage with the story. After the book has been read, give the child a chance to ask questions, and also clarify a few points with the child to make sure their understanding is secure. Stories can be linked to the children's own experiences, and to other stories they have read. Stories can be shared time and time again. It is absolutely normal and deeply enjoyable for a child to hear a story multiple times.

English Reading: What can our children achieve by the time they leave us?

Children leave us with a love of reading in all its forms, and with the practice of reading both for learning and pleasure truly embedded. They will have experienced a diverse range of texts covering adventures, people and times that resonate with them, but have also taken them far from their usual experiences. They will always have a book 'on the go', and are interested and excited to read more and receive recommendations. They are adventurous readers, but also have a clear sense of their likes and dislikes and can talk knowledgeably about books they love. Children will be skilled readers who can understand how a text is constructed to achieve certain effects. They can navigate through texts to find information, and they can read 'between the lines' to appreciate implied meanings. Our children will leave us knowing that a love of reading is a great gift: it is the gateway for achievement, for learning and for enjoyment.

Please find below our reading advice to parents, and links to our reading challenge documents and our class reading lists.

Phonics Intent

The successful teaching of reading and spelling is dependent on the successful teaching of phonics. Phonics is the understanding of how the letters of the English language (graphemes) represent the sounds of the English language (phonemes). The skill of blending individual or groups of letters together to make sounds is called phonic knowledge and is shown to be one of the most secure and best-evidenced methods of teaching children to

read and then spell. Synthetic phonics teaching is where children are explicitly taught the correspondences between letters and sounds as well as the skill of blending the individual sounds together to read. The term synthetic refers to the verb 'synthesise' meaning to combine. Synthesising sounds is necessary for reading, and segmenting words into individual sounds is needed for spelling. Our aim is that children will learn to read phonemes in a way that is carefully sequenced; adaptive to their needs and levels of progression; and geared in a way to make learning to read rewarding and fun.

In nursery, children will begin to learn to recognise sounds and respond to them in their everyday environment. By the end of nursery they may have learned a few sounds such as 's', 't' and 'a'. Daily phonics teaching will start in Reception with the lessons gradually increasing in length. Grapheme-Phoneme correspondences (GPCs) will be taught starting with single sounds, and moving to digraphs, where a sound is represented by two letters. Common exception words which cannot be sounded out will also be taught in a carefully phased progression. At Beit Shvidler, we use the Bug Club programme. You can find further information about that here: <https://youtu.be/0dCRWLLNXPo> and in the Bug Club letter to parents below.

Children are taught phonics in class groups by the class teacher. Sometimes we use smaller groups if children need to work at a slower pace or need extra consolidation. We also teach phonics in small intervention groups if children are not making progress in line with the rest of the class. In lessons, children will:

- Revise GPCs taught in earlier sessions
- Be taught new GPCs
- Practise reading words containing those GPCs
- Practise writing words and sentences containing the GPC that is being taught
- Learn the spellings of common exception words

We teach each new sound over two sessions, using whiteboards for initial practise of sounds, and then moving to more formal writing in books when the children are more secure.

Children practise at home by using decodable readers which align to the sounds they already know, and the sound that is being taught. Children access the readers via their own Bug Club login online, and this enables us to achieve a high level of personalisation in the books that we set for each teaching group. It also means that children will experience success quickly because they are being asked to read words that they are able to sound out. We recommend that reading at home is as consistent as possible, ideally every afternoon after school and at weekends. Children do not need to read entire books at a time, it is much better to achieve quality over quantity and read 2-3 pages well. We offer sessions for parents at the start of each school year to explain how to support their children when accessing decodable readers.

We also encourage children to read for pleasure, especially as they become more proficient readers in Year 1. As Year 1 progresses, the number of decodable readers that the children

receive decreases, and the children are encouraged to regularly read from 'real' books chosen every week from the school library.

In Year 2, children who have yet to pass the Year 1 Phonics Screen will continue to receive small group phonics instruction. All children will continue to receive home readers, the children who have completed Bug Club received 'banded' readers and then general reading for pleasure books that they have chosen themselves. By the end of Year 2, we expect the majority of our children to be confident, independent decoders, with strong comprehension skills. Please see below for an overview of our phonics and reading progression across EYFS and Key Stage 1.