

Reading at Langham Village School

At Langham Village we believe reading is the master skill. Our commitment is that every child at Langham Village School will learn to read confidently, fluently and for enjoyment. We ensure that from the earliest opportunity, we expose our children to a rich array of stories, songs and rhymes and that throughout their time in our school, the curriculum is language rich and reading is a pleasurable and rewarding experience for all. We hold parent workshops where we share best practice and strategies for reading at home and we regularly host Reading Café's.



Phonics

We believe that all children should begin to acquire the knowledge of synthetic phonics as soon as it is appropriate for their stage of development, phonics is taught as soon as they start in Reception. As a school, we use The Oxford Reading Tree resource, Floppy's Phonics as a systematic scheme. Children are taught daily in Reception and Key Stage 1 in small groups according to their age and stage of development. In addition to this daily teaching children are identified for individual support, ensuring each child progresses through the program and succeeds in learning to read and thus being able to read to learn. All children bring home a book, this will match their current phonological awareness enabling them to consolidate and practice their reading skills.



We follow Floppy's Phonics, a systematic synthetic phonics teaching programme for early reading and writing. We use the interactive phonics lessons and activities to teach children the sounds in words and the code (letters) used to represent them. Each lesson begins by rapidly revisiting previously taught sounds and codes before being taught the next new sound. They will use the Floppy's Phonics Sound Books to look for words which contain this new sound and discuss the meaning of any new vocabulary. They will practise forming the new code, reading words and sentences which contain it and complete spelling games too.

This learning will transfer into their daily reading so children can apply and consolidate the new sound and code.

Terminology

Grapheme – The letter or letter group which is code for the sound.

Phoneme – The smallest identifiable sound of speech.

Blending – When reading a word, identify the graphemes in the word and say the corresponding sounds in order to hear the word as a whole. E.g. read sh – o – p = shop

Segmenting – When spelling a word, break it down into the sounds you hear and write the grapheme for each identified sound. E.g. say shop = writing sh – o – p

Decode – Breaking a word down into sounds to be able to read it.

Encode – Breaking a word down into sounds to be able to spell it.

Digraph – When two letters make one sound when they are together. E.g. boat

Trigraph – When three letters make one sound when they are together. E.g. ight

Split digraph – When two letters that are “split” by having another letter in the middle of them. E.g. a_e in game or i_e in tide.

Tricky words – These are common or high frequency words with unusual spelling rules which means they can't be decoded easily. Children will learn to recognise these words by sight and are included in their weekly spellings that are sent home to learn.

As outlined in the National Curriculum

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. (National Curriculum 2014)

In all of our classes shared reading is planned for and prioritised daily by class teachers so that children are able to experience and enjoy a wide range of stories that they may not otherwise experience. Through planned reciprocal reading lessons, children are supported to develop their confidence in clarifying unknown vocabulary, inferring and deducing ideas beyond the text and in linking ideas and themes within and across texts.

Reading in Key stage 2

The simplest way to make sure we raise literate children... is to show them that reading is a pleasurable activity, and that means finding books that they enjoy, giving them access to those books, and letting them read them. (Neil Gaiman, 2017).

Across school, staff support children to identify books they enjoy by regularly sharing and discussing different texts with their classes that span a range of different genres. Children are encouraged to read regularly at home through the use of reading records, rewards and challenges. Children are regularly assessed through the 'Accelerated Reader' scheme and given books at the correct level for their ability. Personalised goals help children stay focused on the factors that matter most for reading growth and help us monitor their progress and provide feedback. Individual reading recommendations use students' interests and reading levels to suggest "just-right" titles or children can self-select. "Just reading" transforms into high-quality reading practice that fuels growth: Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend children's learning and build skills. Detailed reports provide insights into children's progress.

We strive to ensure that all children read at school every day, they may read to one another, on their own, to an adult individually or as part of a group or to the Reading Dog who visits every week.

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.' (Dr Zeus)

Floppy's Phonics

<https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-sounds-and-letters/?region=uk>

Accelerated Reader

<https://www.renaissance.com/products/accelerated-reader/>