

Sebert Wood School Reading Statement

Our principal method of teaching reading is by using a structured synthetic phonics approach. We also support the children to develop reading strategies and key skills such as accuracy, fluency, understanding and response to texts, including questioning the content and ideas expressed.

Sebert Wood Community Primary School will provide a print rich environment and a wide range of texts, including different genres and styles which are age and ability appropriate for the child. These are just some ways in which we teach and practise reading skills:

- **Daily Phonics Sessions in Early Years Foundation Stage and Key Stage One.**
- **Shared reading sessions.** The teacher models the reading process to the whole class as an expert reader, providing a high level of support. The learner readers join in where appropriate with the reading of the enlarged text – singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.
- **Guided reading sessions led by a member of staff.** The responsibility for reading shifts to the learner. The teacher structures all reading tasks with children, who are grouped by ability. They are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group.
- **Independent reading.** During independent reading, children take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from library books, games, activities, book tapes, talking books, webpages, print and text around the school, etc. The child should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practise and to develop personal response to text.
- **Story time, including poetry.** Children will be exposed to high quality literature on a regular basis during story time. The teachers will ensure a balance of genres is covered over the year encouraging an appreciation of our rich and varied literary heritage.
- **Reading with individual children and reading scheme books to read at home.** We use a variety of reading schemes from different publishers. Sets are carefully grouped into colour bands with a similar level of challenge. Staff will select a box within the coloured bandings which matches the next steps in learning for a child. During reading time we will assess the child's decoding, understanding and fluency, changing sets of books as appropriate. If a child is making good progress it is not essential to complete each book in a set before staff assess that it is time to change a set, and some colour bands may be skipped should the teacher feel it is appropriate. Once children have developed their reading skills we provide classroom or library books in place of the reading scheme books.

Sebert Wood School Phonics Statement

At Sebert Wood Primary School we aim to develop the full potential of all our pupils as confident, literate readers and writers. If children are to develop as competent readers and writers, it is vitally important that they have a secure understanding of the letter sounds and spelling system of the English language. We teach these phonic skills in a systematic way, based on a stage approach in *Letters and Sounds*.

The principles of the Letters and Sounds Programme

At our school we follow this programme from Foundation Stage, through KS1 and into KS2 if appropriate. The programme focuses on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately and language comprehension. The programme is carefully structured into developmental phases. The sessions are delivered to ensure participation and engagement resulting in high-quality phonic work on a daily basis to help practitioners and teachers ensure that by the end of Key Stage 1 children develop fluent word reading skills and good foundations in spelling.

Progression and Delivery

Children progress through the Phases of Letters and Sounds at their own pace. Teachers provide a range of resources to deliver these sessions, adapting learning to meet the needs of each group and of individuals. In the Early Years Foundation Stage and Key Stage One children are grouped according to their Letters and Sounds Phase to deliver differentiated learning. Children that require additional support in developing phonological understanding may also receive daily one-to-one support using the Dancing Bears programme.

Year 1 Screening Check

Every Year 1 child in the Summer term will take a Phonics Screening Check this is phonic based check where children will be expected to read 40 simple, decodable words including nonsense words. This is a progress check to identify those children not at expected level in their phonetic reading; these pupils can then receive tailored support to meet their needs. The results will be reported to parents. Children will be rechecked in Year 2 if they do not reach the expected level. Any child working below the level of the screen check may be dis-applied, with the acknowledgment of the parent/carer.

Phonics in Key Stage Two

Children continue to extend their phonological understanding as they progress into Key Stage 2 by applying their knowledge to more complex words and in spelling. This links to the spelling and grammar aspects of the National Curriculum. If children are experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonic teaching additional resources can be used to support them.