



Research shows that children who read regularly, and enjoy books, will make better academic progress.

As reading is a complex skill with many components, Oakhill Primary School has adopted a comprehensive and consistent approach to the teaching of these skills throughout the school. We believe that reading is a valuable and rewarding experience, and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge.

How do children learn to read?

Good readers use a variety of skills when reading. These can include:

- * **Picture cues** (looking at the pictures to help with unfamiliar words)
- * **Phonics** (sounding out, using the letter sounds, including digraphs such as 'ar')
- * **Recognition of common exception words** (words which are not phonetically decodable, eg. 'the')
- * **Grammatical understanding** (checking that what they are reading makes sense)

Expectations

We want children to enjoy a wide variety of books, and enjoy reading for pleasure. Your child will bring home a school reading book to read to you. Please sign the reading diary when your child has read at home, with any comment that you may wish to make.

We recommend that children read at home at least three times a week.

If they wish to choose a favourite book or magazine of their own to read, this can also be recorded in the diary. When your child is a fluent reader, they may prefer to read silently to themselves. This is encouraged with older children, and should still be recorded in the reading diary.

Foundation Stage

In Foundation Stage, we aim to begin a lifelong love of books. Children will bring home books to share with their family. These will initially be picture books. Your child can use the pictures to tell the story to you. At this stage, children are learning how to use picture cues and story structure, to read a story. Your child will begin daily phonics lessons, focussing on hearing sounds in words (segmenting), using sounds to make words (blending), and recognising letters. At this stage, for segmenting and blending purposes, we use letter sounds ('nnnnn' instead of 'en'), although children will also learn the names of the letters. As children progress, they will begin to bring books home with words and sentences. Some words will be phonetically decodable (eg. 'sun'), and some will be common exception words, which cannot be sounded out (eg. 'some'). Children will read with a member of staff at least once a week. The staff member will monitor their progress, and ensure that they have a book which is of a suitable level.

Key Stage 1

Children will continue with daily phonics lessons, and will learn more about digraphs (multiple letters making a different sound – eg. 'oa'), and continue to learn useful common exception words, which they may come across in their reading. Children will read with a member of staff at least once a week, who will ensure that their book is suitable to enable them to make good progress. A book is suitably challenging if there is around one word per page which the child may struggle with. Children will also have Reading lessons, where they will work on reading skills with a teacher. These sessions will focus on teaching and assessing the skills needed to read, and answering questions about what has been read.

Key Stage 2

Daily phonics lessons are now replaced with ERIC time (Everyone Read In Class). This enables children to choose a book of particular interest to them, which they read silently. If a child needs further phonics support, this will be given in the form of small group interventions, until it is no longer required. When sufficient progress has been made, children will no longer be required to have weekly one to one reading sessions with a staff member. At this point, we introduce 'shoulder tap reading'. Children will read silently until tapped on the shoulder, when they will continue reading aloud. This ensures that children progress in reading silently, while still enabling staff to monitor reading skills. Children will continue to have Reading lessons, with an increasing focus on answering questions about the text.

Some useful websites: www.phonicsplay.co.uk
www.gov.uk/government/publications/letters-and-sounds

