



Reading within EYFS and Key Stage 1

We develop early reading in many different ways at Freethorpe Primary School. We use Letters and Sounds from Nursery through to Year 2. This is supplemented with the use of interactive resources, such as Phonics Play and Spelling Play, along with resources on our interactive whiteboards such as Espresso.

Children are encouraged to read daily in all subjects. We listen to children read on an individual basis and also as part of guided groups and in shared reading sessions as part of a class. All children in Years R/1/2 are given a red reading folder and within this are 'Lets' Read' sheets. These sheets give adults the opportunity to write down children's successes within a reading session and areas which children need to continue to improve on, including specific words to focus on before their next reading session.

EYFS

We follow the Letters and Sounds scheme in both Nursery and Reception. Phase One is covered in Nursery which concentrates largely on hearing and recognising sounds. On joining Reception we decide if any areas of Phase One need to be revised. We aim to start Phase 2 as soon as possible once the children are settled into the new routines of school.

We have Letters and Sounds sessions daily. We learn 2 or 3 sounds each week which we learn to say, recognise and write/form correctly. This quickly leads to building enough single sounds to blend together to enable us to form words. Reading uses blending and spelling uses segmenting. We begin to talk about this as soon as we know enough sounds to form words. We use 'robot' arms to help us to both blend and segment the sounds. This continues through phase 2. Leading to phase 3 when we teach digraphs, 2 letters that make 1 sound. We continue through phase 4 and usually begin phase 5 towards the end of Reception. The stage we get to within phase 5 is picked up and continued when the children join Year 1.

The children follow daily whole class sessions but also have their own set of sounds in their red folders to work at their own individual pace. We encourage parents to look at these sounds daily to support their children with early reading skills at the start of school. The red folders also contain sets of HFW which we explain the children can sometimes blend but often they are the 'tricky' words that need to be learnt and sight read.

We inform parents of the sounds we have covered on a weekly basis through a weekly 'homework' sheet. This could involve discussing the sounds in words and asking parents to do so in general activities, such as when eating dinner ... what does sausages begin with? What sounds can you hear in Mash? Car journeys are a great way to play '**1 spy**' for initial sound recognition.

We also have a daily story session in Reception when each child has the opportunity to choose a favourite story from home that we share as a class.

Year 1

We have daily Letters and Sounds sessions throughout Year 1. Within Year 1 we learn phonemes and graphemes within Phase 5, leading to children starting phase 6 in the Summer Term of Year 1 and then continuing this in Year 2. We learn about split digraphs and how to identify these within words. We also learn about alternative pronunciations for graphemes as well as alternative spellings of phonemes. Children continue to develop their understanding of segmenting and blending words.

All Year 1 pupils have to take a Phonics Screening Check, to check their ability to decode a range of words – 20 real words and 20 pseudo-words which they have never seen before. We have daily flashcard practise in Year 1 to help children develop confidence with tackling these unknown words. We also use Phonics Play regularly to help develop children's letters and sounds understanding through fun, interactive games.

All pupils read a range of different types of texts within Year 1, both fiction and non-fiction. Children have the opportunity to answer questions about texts through reading comprehension exercises and also through shared and guided reading sessions. We develop children's knowledge of reading and writing high frequency words and also common exception words from the National Curriculum for Year 1.

Year 2

During year 2 we help pupils to increase their fluency by being able to read words easily and automatically. We also develop our accuracy and speedy word reading skills. Children are read with individually with an adult and also within a group during guided reading sessions. This gives pupils the opportunity to listen to and discuss a wide range of stories, poems, plays and information books. This will allow them to increase their vocabulary and comprehension across the curriculum. We work on improving our comprehension skills by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. We like to ask and answer questions as well as making predictions about what might happen, on the basis of what has been read so far. We make inferences on the basis of what is being said and done. We also really enjoy expanding our vocabulary by discussing and clarifying the meanings of words and linking it to known vocabulary. Each week we have a word of the week which allows us to expand our vocabulary.

During our daily phonics sessions, where we follow phase 6 letters and sounds, we continue to apply phonic knowledge as a route to decode words. We look at reading words accurately by blending sounds that contain graphemes taught so far, with a high emphasis on looking for alternative graphemes. Furthermore, we read words containing common suffixes and also common exception words, noting unusual correspondences between spelling and sound and where they occur in the word. Overall we develop a pleasure for reading and encourage a motivation to read.