

Rednal Hill Reading Overview-

How Reading is taught

Nursery

Little Wandle

Foundations for Phonics (Rhyme time and tuning into sounds):-

- Listen carefully to sounds and describe them.
- Recognise and make rhymes.
- Identify syllables in words.
- Identify initial sounds.
- Understand alliteration.
- Orally segment and blend.
- Join in and recite nursery rhymes.

Daily 10-minute sessions in small groups.

Daily shared stories.

From Autumn 2, children are taught a sound (oral focus) a week. From phase 2.

Reception

Little Wandle Core content is taught 5 days a week, beginning with shorter sessions and building through the year. Children are taught:-

- GPC (phase 2 and 3)
- Orally blending
- Teacher led/ independent blending words (phases 2, 3 and 4)
- Apply newly taught sounds into sentences daily.
- Phase 2, 3 and 4 tricky words
- Children are identified who require additional support to either 'keep up' or 'catch up' and interventions are monitored.

Children read 1:1 with an adult, moving to a small group in the summer term.

GPC is checked through half term assessments and 1:1 checks through reading time.

Children's growing knowledge of GPC is matched tightly to the books they read.

Opportunities in the provision are planned for that allow children to use their growing knowledge to read signs.

Year One

Little Wandle Core content is taught 5 days a week. Children review Phase 3 and 4 sounds and words and begin Phase 5. Children are taught predominantly in class groups, with children in need of additional support learning in smaller groups to match their need.

In the Autumn term, the focus is predominantly on building fluency when reading words. In Autumn 2, children begin additional Reading sessions.

Reading sessions are delivered 5 days a week, using a weekly text that closely matches to their GPC knowledge. Children develop reading skills through moving through understanding the vocabulary and focus words, to decoding sentences and then developing prosody and fluency of reading through echo reading and emotion reading.

Children develop comprehension skills through 'book talk', 'thinking out loud' and orally comprehension questions mainly focused on retrieval, prediction and vocabulary.

Opportunities in the provision are planned for that allow children to use their growing knowledge to read signs, and questions across the curriculum.

Children continue to take home texts that match their GPC level as well as a

story book to share with adults at home.

Year Two

Most children will have completed the content of alternative graphemes/ phonemes and will begin Phase 5 Review for 6 weeks. Identified children are grouped dependent on their need.

Children access daily phonic/ reading sessions where they focus on their phonics learning and read a text each week.

As the need for phonics decreases, Reading comprehension becomes the core focus, with a sharp lens on vocabulary.

Children follow the same teaching principles in Year 1, where they build fluency through the week with the same text, using echo, choral and emotion reading to develop fluency and prosody. Verbal and written comprehension is taught discreetly through 'book talk' and reading activities to promote discussions as well as answering written comprehension questions.

The use of the Domain Dogs characters, provide children with the understanding of what they are focusing on and unpicking the meaning of questions.

Children continue to take home texts that match their GPC level and when they reach Purple book band, they are invited to take home chapter books from Mrs D's Library to read for pleasure.

LOVE OF READING

- Attractive, well presented and cared for reading area.
- Selected 10 “Spine” texts for each year group- which exposes them to the types of stories.
- Multiple opportunities to read and engage with selected texts.
- Language development opportunities.
- Connecting to the story through rhymes, actions and roleplay/ small world/ props.
- Voting station for choosing end of the day books.
- Using books related to their enquiry themes.
- Re reading favourite books.
- Story time library for children to take books home to share with adults at home.
- Opportunities to change books when they are ready.
- Invitations to Mrs D’s reading library.
- Enjoyment, excitedness and buzz around reading modelled by staff through opportunities through the day.
- Class texts shared, with children’s voice and votes to select the next one.
- Diverse range of books through characters and themes.