



Our aims

Here at Phillimore we strongly believe in the importance of building a love of reading from a very early age. The teaching of reading starts as soon as the children join us in Nursery or Reception through high-quality phonics lessons and through the sharing of exciting texts. The children have daily lessons where they are taught how to read and how to understand and enjoy what they have read. The children are also given plenty of opportunities to apply their reading skills in all subjects across the curriculum.

By the time the children leave us in Year 6, we aim for all children to not only be confident and able readers, but to also have developed a love of reading that will last a life time!

Book Study

There are 5 principles of book study that sessions will include. Not all aspects will be seen in one session. The principles are:

- Background- discussing aspects in the text that the children might not be familiar with
- Visualise- can the children visualise characters, settings and events that have been described in the book
- Clarify- children are encouraged to read around a word they are not familiar with and try to clarify it. Then they check it using a dictionary.
- Read Aloud Think Aloud- the class teacher models this process at the start of book study. The process involves talking through the thought processes of reading.
- Inference- comprehension questions are given to the children based on the text completed so far.

Challenging texts should be selected but do not have to link to the topics being covered. Non-fiction texts will be studied the week before a new fiction text is introduced. These texts will support the children's background knowledge. Texts that have a higher lexical value to the year group reading them is encouraged.

Fluency

All teachers are expected to monitor the fluency of the children's reading. Fluency sessions happen once a week, where the teacher will get a chance to model and support fluency in their class. After the sessions, where the child is reading slower than expected, targeted support is put in place. Reading of familiar texts and poetry during these sessions will help and support this.

Reading for pleasure

Every Wednesday morning Readmore@Phillimore happens in the dining room. Here FS2 children are supported in making book choices and are given opportunities to read with

their family. Children will siblings in this year group attend as well as Y6 to support and model reading. Class stories are enjoyed throughout the year. Children are also given many opportunities to read a book of their choice independently. In the foundation stage there is a parent library for parents to select books to read with their children. This was postponed due to covid with plans to possibly reintroduce.

The teaching of reading across school

EYFS

In EYFS, reading is an important feature inside and outside the classroom. In FS1 the children have daily phonics sessions, including opportunities to develop their phonological awareness in the provision. In FS2, daily phonics sessions happen in the morning with revisits in the afternoon. As well as this children have the opportunity to read to an adult using phonetically decodable reading books twice a week. Children are given a new book every week, as well as taking a book home. Reading records communicate reading progress between home and school, and include parents' feedback. Targeted reading groups are formed to offer extra 1-1 reading to those who need it.

We have a range of ways in which we promote reading in the early years:

- Book corners that are stimulating and accessible, owned and loved by children, indoors and outdoors.
- Having enthusiastic staff who share their excitement of books with children
- Having a range of quality books available in all areas of the classroom
- Having opportunities for independent writing in all areas of the classroom
- Using story props, story sacks, role play areas and displays to enhance core books
- Having well planned, Book Study reading sessions that all practitioners are confident to take part in
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation.
- Involving parents in understanding the importance of early literacy through parents' workshops, modelling during "soft start", newsletters, home shared reading and reading books etc
- Listening to and joining in a variety of genres, for example, non-fiction, poems, taped stories, rhymes etc
- Opportunities to retell and to act out stories using props and story maps.

Key Stage 1

Children in KS1 have reading at the heart of their English lessons to develop happy, healthy and curious learners who read confidently and independently.

Children in Year 1 take part in daily 30 minute Phonics lessons to help improve word reading skills and strategies to engage with texts. We follow Little Wandle letters and sounds approach and use phonetic reading scheme books and rhymes so pupils practise and develop the ability to segment and blend phoneme/grapheme sounds independently.

Afternoon sessions support a revisit approach with the TA supporting the revisit group and the teacher giving targeted support based on assessment. As well as this, children have the opportunity to read to an adult using phonetically decodable reading books twice a week. Children are given a new book every week, as well as taking a book home. Reading records communicate reading progress between home and school, and includes parental feedback. Targeted reading groups are also formed to offer extra 1-1 reading to those who need it.

Children in year 2, who did not pass the phonics screening, have bespoke phonics teaching based on the weekly assessments. These children continue to read the phonetically decodable books. *(Currently in the autumn term all year 2 children are receiving daily phonics lessons ready for the phonics screening in autumn 2)*

The children in Year 1 and 2 also have daily Book Study sessions that last for 40 minutes. Quality texts are used to increase children's vocabulary with a thought to introducing text with a higher lexical value to support this.

Key Stage 2

Children in Years 3 to 6 take part in daily Book Study session that last for 40 minutes.

Targeted children are taken out for a quick phonics revisit during this session to support gaps in phonics knowledge. These gaps are based on teachers' assessment and the children's next steps. Children who are new arrivals will have the chance to be exposed to age appropriate texts and then complete a targeted phonics session from 11.45-12.15. The phonics sessions, consist of direct phonics teaching based on weekly assessments. Children will stay in the phonics sessions until they can pass the phonics screening.