



READING IN EAST RAINTON PRIMARY

Reading is one of life's most essential skills. At East Rainton, we hope that all children will develop a love of books and we work hard to develop their reading skills. As a parent or carer, you play a vital role in supporting your child's reading development and the partnership between home and school is essential for success with this life skill.

HOW DO WE TEACH EARLY READING

Last year we started using a programme called Bug Club Phonics to teach the early skills of reading. We follow this programme in Reception and Key Stage 1. We also use Bug Club Phonics for intervention, where appropriate, across all year groups for those children who continue to need a phonics approach to develop their reading.

What is phonics?

Phonics is a method of teaching children to read by linking sounds (phonemes) and the symbols that represent them (graphemes, or letter groups).

Decoding

Children are taught letter sounds in Reception. This involves thinking about what sound a word starts with, saying the sound out loud and then recognising how that sound is represented by a letter.

The aim is for children to be able to see a letter and then say the sound it represents out loud. This is called decoding.

Blending

Children then need to go from saying the individual sounds of each letter, to being able to blend the sounds and say the whole word. This can be a big step for many children and takes time. It is a technique your child needs to learn and it improves over time.

Phonics Bug start children off by learning the letters s, a, t, p, i, n first. This is because once they know each of those letter sounds, they can then be arranged into a variety of different words (for example: sat, tip, pin, nip, tan, tin, sip, etc.). While children are learning to say the sounds of letters out loud, they will also begin to learn to write these letters.

Vowel digraphs

Children are then introduced to vowel digraphs. A vowel digraph is two vowels that together make one sound such as: /oa/, /oo/, /ee/, /ai/. They will move onto sounding out words such as deer, goat, boat, etc.

They will also start to read words combining vowel digraphs with consonant clusters, such as: train, groan and stool.

Consonant digraphs

Children will also learn consonant digraphs (two consonants that together make one sound) for example, ch and sh and start blending these with other sounds to make words, such as: chat, shop, chain and shout.

HOW DO WE TEACH EARLY READING CONTINUED

Encoding, or learning to spell as well as read

Alongside this process of learning to decode (read) words, children will need to continue to practise forming letters which then needs to move onto encoding. Encoding is the process of writing down a spoken word, otherwise known as spelling.

They should start to be able to produce their own short pieces of writing, spelling the simple words correctly.

Tricky Words

Children are also taught words that are not decodable and need to be recognised on sight. Examples of tricky words are 'where', 'were', 'they', 'are', 'some', 'the', 'their', 'want', 'to', 'go', 'said' and 'no'.

HOME READING BOOKS

For early readers we have invested in the fully decodable Bug Club Phonics books which are aligned to the way we teach reading in school. Alongside this, we supplement with Oxford Reading Tree books as 'Reading for Pleasure' books. As the children progress through the Bug Club Phonics scheme, they will bring home two reading books per week:

The **Bug Club Phonics books** aim to develop phonetic skills. Parents should read this book alongside their child and support them, although the child should be able to read 90% of the text independently and use phonics skills to decode the last 10%.

In time, your child will also bring home an **Oxford Reading Tree book** which can be read and shared together, as this book is for enjoyment.

HOW DO I KNOW IF MY CHILD IS MAKING PROGRESS WITH READING?

If you listen to your child regularly, you will notice them becoming a more confident and fluent reader. If you have concerns about their reading progress, please talk to the class teacher, who will be able to provide help and advice.

While children develop as readers at different rates, the table below shows where we feel most children should be at the end of each school year.

| Expectation at the end of... | Bug Club Phonics | Oxford Reading Tree |
|------------------------------|------------------|------------------------------------|
| Reception | Phase 3 Set 11 | Stage 3 (as Reading for Pleasure) |
| Year 1 | Phase 5 Set 27 | Stage 6 (as Reading for Pleasure) |
| Year 2 | | Stage 10 (as Reading for Pleasure) |
| Year 3 | | Stage 13 (as Reading for Pleasure) |
| Year 4 | | Stage 16 (as Reading for Pleasure) |
| Year 5 | | Free Readers |
| Year 6 | | Free Readers |

As the school year progresses, staff will continually assess your child's reading progress. Movement up through the levels will be based on the teacher's best fit judgement of whether your child can read 90% of text in the books, fluently and accurately, on their current level.

HOW WE PROMOTE READING IN SCHOOL

We promote reading in school in a range of ways such as:

- Daily phonics sessions using Bug Club Phonics
- Reading for pleasure
- Reading across the curriculum
- Individual reading 1:1 with an adult
- Word lists - reading and spelling of CEW (common exception words)
- Rewards through the 'Great Space Reading Race' (see below)

Great Space Reading Race

To help to encourage your child to read, to give reading a purpose and to foster enthusiasm we have created 'The Great Space Reading Race' with the aim of reading over 200 books by the end of KS1.

Why are we doing this?

This is the impact of
Reading
20 minutes each day!

| A STUDENT WHO READS | A STUDENT WHO READS | A STUDENT WHO READS |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 20 minutes | 5 minutes | 1 minute |
| EVERY SINGLE DAY... | EVERY SINGLE DAY... | EVERY SINGLE DAY... |
| will be exposed to 1.8 MILLION words yearly and will score in the 90th PERCENTILE | will be exposed to 282,000 words yearly and will score in the 50th PERCENTILE | will be exposed to 8,000 words yearly and will score in the 10th PERCENTILE |

Every time a child completes a school reading book at home with an adult, they will receive one star on their journey towards the planets.

After every 20 books your child reads, they will be presented with a certificate in assembly.

The aim is to reach all of the planets before the end of KS1 (year 2).

HOW YOU CAN HELP AT HOME

If parents engage with their children's education, the attainment of the child will increase by 15% no matter what the social background of the family.

- Professor Charles Desforges.

Parents, carers, grandparents and extended family can all help children on their reading journey through regular reading at home. Reading to and with your child every day for at least 10 minutes can make a dramatic difference to a child's achievement in school, across the whole curriculum.

Ways you can help:

Get comfortable! – Snuggle up somewhere warm and cosy with your child, and enjoy this 1:1 time.

Read again and again – Encourage your child to re-read books. Re-reading helps to build fluency and confidence.

Practice 'Common Exception Words' – These will be sent home as word lists and changed when child can read and spell them accurately.

Vocabulary – Understanding the meaning of words. Talk about the meaning of new words.

Questioning – Ask questions to develop their understanding of texts:

- What type of text is this book? (Fiction/Non-Fiction)
- What do you think the book will be about? (Prediction)
- Why did [the character] feel sad?
- What do you think might happen next? Why? (Based on what read so far)
- What does the word [insert word] mean? What is another word for [word]?
- Why did {character} do that?
- What features can you see on the page? (Non-Fiction)
- What does the word say? Use your sounds.

Make it fun – Read to your child, modelling the voices and drama in the text. Take turns reading a sentence each, as you are their best model!

Bedtime Reading – Regular bedtime reading is a great way to spend time with your child and it can be an excellent way to calm down before bed.

