

Reading and Phonics

At The Wainfleet Magdalen Church of England/Methodist Primary School, we strongly believe that being able to read and write are vital life skills that empower us to understand and express ourselves more effectively. These skills open the door to learning. We passionately believe in helping children to develop not only the technical skills of reading and writing, but also in engendering a love for literature and the different genres of writing.

Lincolnshire Reading Pledge



We are pleased to advise that as a school, we have signed up to participate in the Lincolnshire Reading Pledge to promote a love of reading within and across our school.

We were honoured to have received a Silver award.

We are now working hard towards achieving a Gold Award.

Phonics

All of our teaching and support staff have been trained in the phonics programme 'Essential Letters and Sounds'. Our teaching of reading and writing within the school begins with the ELS programme. This begins as soon as our children join in Reception and continues until they are a confident and competent reader and speller. Essential Letters and Sounds is one of the DfE approved schemes.

The knowledge of sounds and symbols is an important starting point for understanding and using written language and we believe that a consistent approach to the teaching of phonics is essential in allowing our children to begin to access the rest of the curriculum. This is, however, used in conjunction with many other strategies to help children to begin to read and write.

For further details about Essential Letters and Sounds, please refer to our Phonics document.

Reading

Our classrooms are full of visual stimuli to help children begin to read and write. In EYFS and KS1 children listen to stories read throughout the day. The teachers choose from a canon of suggested literature to share with the children to help promote a love of reading from an early age and to help with early vocabulary acquisition and development.

In KS1, children read independently at least three times per week. They read and re-read their decodable reading books, which are used when learning to read and only contain the phonetic elements that the children have been exposed to. This means they are able to read most of the words independently by applying their phonics knowledge and without the need to sound out each word. Books are read repeatedly to build fluency, the aim being to read as

though they were having a conversation. (Information on helping your child to read fluently can be found on our website).

This builds confidence and helps instil a love of reading. It also helps to consolidate the skills and sounds learnt from the ELS sessions and supports the development of good reading strategies. This in turn helps to build reading fluency. Decodable readers are given to the children throughout their time in EYFS, year 1 and as required in year 2 until they have been exposed to most of the phonetic code, and are secure, confident readers.

In KS2, reading remains at the heart of the curriculum. Sharing high quality texts with the children continues, sometimes in the form of shared reading sessions and at other times throughout the day, such as part of story time or buddy reading – where children from different classes read together.

Shared and guided reading sessions are led by the teacher using high quality texts which have been carefully selected from a canon of books and using the theory from the book 'Reading Reconsidered' by Doug Lemov.

Once children are secure at Phase 5 Phonics, they move onto the PM Benchmarking scheme. Texts are finely levelled and are matched to children's abilities. Children are benchmarked regularly to assess their reading fluency and comprehension before they move onto the next level. Children in KS2 who are not secure at Phase 5 will continue to receive daily phonics interventions.

The texts used in our English lessons are chosen from a combination of recent award-winning literature and classic texts, the purpose of which is to continue to develop children's love of reading as well as enhancing the children's vocabulary and developing their comprehension skills.

Talk for Reading, developed by Pie Corbett, is the structure which we are using to teach children to read at The Wainfleet Magdalen CofE/Methodist Primary School.

Pie says, "It aims to develop children into efficient, effective, thoughtful and strategic readers who can learn about life, discover information and deepen their thinking through considering other people's views and experiences with a critical mind."

This process is based around the exploration of texts which would be considered 'challenging' to children working at age related expectations.

Through appropriate levels of scaffolding from the teachers, children are encouraged to share their thoughts, ideas and use these to generate a clear understanding of the text's purpose and meaning. By the end of each reading cycle, the children develop a good understanding of the text they have studied and are then able to independently answer a series of questions provided by the teacher.

The process utilises the following flexible structure:

Introduction

Children listen to and track a text. They explore the language and answer simple fact retrieval questions. At this stage, predictions can also be made, and children are encouraged to give their opinions on the impact of the chosen text.

Investigation

Children are taught to make links between different phrases, lines and paragraphs/stanzas. They learn to identify patterns and explain what these patterns mean by paraphrasing and assigning quotes to their opinion. They also take on the role of key figures from the text which they have studied and act/write in role as their chosen character.

The final action of this phase is for the children to prepare a performance either independently or as a group which uses the understanding which they have developed to ensure full confidence and fluency.

Independent Application

Children independently apply everything that they have learned when asked questions relating to the text. These draw upon the deep, rich collective conversations that have taken place. In this final phase, the students demonstrate understanding independently. This may be through writing about the text, in a discursive essay style, writing something similar (drawing on the same style and structure) or by answering in depth questions and comprehension activities.

We want our children to enjoy and love reading. We ensure they have access to a broad range of books from both narrative and non-narrative genres and have opportunities to read throughout the school day. Our teachers act as role-models and select engaging and exciting extended reading books which are shared during our reading time at the end of each school day.

As part of the wider curriculum, we encourage regular exploration of supporting texts in all foundation subjects.

Fluency:

We see reading as being made up of two key elements, reading fluency and reading comprehension. Reading is of high importance throughout our curriculum as it underpins all subjects. Therefore, reading is not just taught in English lessons, we use our reading skills across all areas of our curriculum. Our reading feeds into our writing – by learning how authors write, children can then use these models and ideas to inform their own writing and are able to write for a range of purposes and audiences.

We use the multidimensional fluency scale to assess our children's reading fluency. Source: The Megabook of Fluency by Timothy V. Rasinski and Melissa Cheesman Smith.

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Reading For Pleasure

Each classroom has a dedicated book corner, containing a selection of books including: other books written by an author children are studying, poetry, play-scripts and a selection of non-fiction titles that supports their learning in other areas of the curriculum such as science, geography and history.

For ways to support your child's reading at home please see the useful links below.



A guide to Book-chat.



Can we read it again?



Inspiring Reading



Supporting Readers at home.



Top 10 Digital Books



Top 10 Story times 3-7 year olds.



Top 10 Story times 7-11 year olds.