

Early Reading at Westgate Primary Phase

How will my child learn to read?

Early Readers

Phonics and early reading lay important foundations for later success. Being able to read accurately, fluently and with understanding is crucial to enable children to become proficient readers. Our highly effective early reading curriculum ensures that all children at Westgate become successful, confident and fluent readers. All readers have access to fully decodable books, a carefully sequenced reading curriculum and an extensive inviting library. To support your child with their reading progress- Please listen to them read as often as you can, speak to their teacher and attend our 'Partners in Learning' English information evenings where further advice and support with reading is given. All the reading and writing texts for each year group can be seen on our website alongside our Primary Phase English map.

Early Reading Skills

Phonemic Awareness

Phonemic Awareness is taught through our synthetic systematic phonics programme based on Bug Club. Bug Club Phonics is a Department of Education approved phonics teaching programme. It matches the National Curriculum and Early Learning Goals. The sequence of our fully decodable Bug Club reading books show a cumulative progression in phonics knowledge that is matched closely to our phonics programme. Decodable books are allocated by your child's teacher and can be accessed via the Bug Club virtual bookshelf at home, hard copy decodable readers are kept in school. We give children sufficient practice in reading and rereading books that match the grapheme phoneme correspondences they know, both at school and at home. Ongoing assessment of your child's phonics progress is frequent and detailed. We swiftly identify any child who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately. There is a sharp focus on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read. The skills to communicate, gives your child successful foundations for future learning.

Phonics teaching

In Year R-Phonics is taught daily following the review, teach, practice, apply approach. All children are taught Phase 1 activities. Sound discrimination, rhyme and rhythm, alliteration, blending and segmenting. Baseline assessments are completed in the first half of the autumn term. In Literacy it assesses understanding/comprehension, vocabulary and phonetic skills, story sequencing and prediction. Phase 2 teaching begins after baseline assessment. 4 letter sounds are taught a week. Sounds are taught in the specific order of Bug Club to enable children to begin to recognise words. We follow the Bug club systemic synthetic phonics programme, we use cued articulation and dual coding imagery. Some common exception words (CEWs) are taught from phase 2, phase 3 and phase 4. Diagraphs and trigraphs are covered in phase 3. Phase 4 is consolidation with more common exception words with lots of opportunities to apply what has been learnt. Interventions are used to support those children that need extra support within the phases. At the end of each phase there is a more formal assessment to identify children. Focussed objective led planning is then used to close any gaps in learning. Pre teach groups are used for individuals or groups where needed. 'Time to talk' groups are used for language support. A video is sent home each week via tapestry detailing what sounds are covered with correct pronunciation and cued articulation.

In Year 1- Phonics is taught daily following the review, teach, practice, apply approach. Children continue to follow a systemic synthetic phonics programme, use cued articulation and dual coding imagery. These are displayed in the classroom and on sound mats for the children to access independently. All children are assessed against phase 2 and phase 3 on entry in Year 1 including reading of common exception words, different phase common exception words, blending and segmenting. Children are then assessed at regular points throughout the year. Some tricky common exception words are written on lanyards or children wear a

sticker saying 'ask me my sound!' All children learn new sounds from phase 5 as a whole class and practice the new sounds through word level activities. Those children not yet able to apply these sounds into sentence level learning receive a master class at their level (in order to close the gap by revisiting sounds from previous phases) Weekly videos are released on Tapestry to support parents with new phonemes and graphemes and common exception words. An active application game is also included. Every Friday there is a focus on reading and spelling of common exception words.

In Year 2- Phonics is taught daily following the review, teach, practice, apply approach. All children are assessed against phase 2, 3,4 and 5 on entry in Year 2 including reading of common exception words, different phase common exception words, blending and segmenting. Children are then assessed at regular points throughout the year. Children continue to follow a systemic synthetic phonics programme, use cued articulation and dual coding imagery. These are displayed in the classroom and on sound mats for the children to access independently. All children are exposed to a recap of Phase 3 and 5 sounds in this session. Some children have additional daily phonics interventions to focus on different phase sounds including common exception words. These include children who didn't pass the phonics screening in Year 1. These children are 're-entered' for the phonics screening check when appropriate. Regular assessments also inform teaching where needed to create bespoke phonics teaching. Common exception words are displayed in the classroom for children to access daily as well as weekly focus spellings. 'Spelling Hospital' used to consolidate retrieval of common exception words. These words are practised daily including writing in a sentence. Every Friday there is a focus on reading and spelling of common exception words. Common exception words are sent home for children to practice spelling weekly. Once Phase 2,3, 4 and 5 sounds have been revisited and recapped, daily phonics lessons change to spelling. This focuses on spelling rules; choosing the correct grapheme based on a rule or best bet. Those children who need further support for Phase 3, Phase 4 and Phase 5 continue to consolidate this through interventions alongside the Year 2 spelling programme.

KS2 Early Reading and phonemic awareness

In Year 3- Phase 5 Phonics is reviewed and is taught daily in the autumn term following the review, teach, practice, apply approach. Children are assessed against phase 5 on entry in Year 3 including reading of common exception words, different phase common exception words, blending and segmenting. Those children who need further support for Phase 3 and Phase 4 phonics continue to consolidate this through interventions alongside phase 5 review and teach. Phonics resources are displayed in the classroom and on sound mats for the children to access independently. Once phase 5 is completed some children have additional daily phonics interventions to focus on different phase sounds including common exception words. These include children who didn't pass the phonics screening in Year 2. These children are 're entered' for the phonics screening check when appropriate.

In Years 4-6- phonics is taught as an intervention as a bespoke small group or as an individual bespoke programme. We are fully committed to children 'cracking the phonics code.' Children continue with bespoke teaching until they are confident with phase 5 and phase 6 phonics.

From Early reader to Reading Fluently

When reading fluently, children will be reading most words accurately without overt sounding and blending and reading sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. Fluent readers read aloud effortlessly and with expression. Reading sounds natural, as if they are speaking. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and their background knowledge. In other words, fluent readers recognise words and are **comprehending** the text at the same time. Reading fluently includes: automaticity (rapid word reading without conscious decoding), reading accurately and prosody (expressive, phrased reading)

Reading fluently and Comprehension skills

Reading comprehension skills are developed alongside fluency through: individual reading, 'book talk' and guided reading from Year R to Year 6. Texts have been sequenced very carefully to ensure children are able to develop fluency and comprehension skills. These can be viewed on our website. In Year R and Year 1 children create a class 'reading journal based on a whole class text. In Year 2 children create individual reading journals (and small group journals depending on level of support needed) based on whole class texts. In KS2 Guided reading groups focus on a class text or a text appropriate for your child's reading level. Children record reading skill responses into reading journals based on reading comprehension skills that include: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary, Author's choice of language and their ability to Compare and Contrast books. We support children to complete these responses by providing a 'skill builder' for each guided reading text which is carefully created for each group of children according to reading ability. In all Year groups, Pre read groups and 1:1 further reading is provided where needed. The 'Lexplore' programme is used where appropriate to identify particular needs within reading. All children from Year R to year 5 are allocated a 'banded home reader'. We model and encourage all children to read aloud what they have written with appropriate intonation to make the meaning clear. During Year 5 and Year 6 most children will be 'free readers' and will choose their home reader from the library under the supervision of the teacher. Yellow reading records are used to record and monitor reading. Children, teachers, Teaching Assistants and parent please!, record reading into the yellow reading record. Children in Year R and Year 1 complete a whole class reading journal. To further develop a love of reading, comprehension and vocabulary skills, Year 10 Pupils read and discuss a selection of poetry (these texts can be viewed on our website) with all Year groups at least once a week. In UKS2 to further develop a love of reading and to support other children, pupils can decide to 'apply' as librarians and can also apply to become a Reading Ambassador. Every class also has a designated 'library time' and any child can write a 'recommended read' postcard to help other children choose what to read. To deepen comprehension and extend children's knowledge and love of books, world book day every year is a poetry focus. Every Year group develops, extends and deepens their knowledge and experience of poetry by creatively exploring, learning and performing a set poem (set texts can be seen on our website).

Vocabulary skills

We are passionate about children developing a wide vocabulary. A wide and varied vocabulary will enable your child to access and improve their skills and knowledge in all areas of the curriculum. To develop vocabulary and to enable your child to: 'see themselves', 'see others' and experience the wider world through text we have carefully chosen and sequenced a rich, diverse and high-quality English learning journey from Year R to Year 6 (fiction, non-fiction, film, poetry, plays, wordless books, graphic novels)

We also ensure that key texts with the English learning journey support and enrich our foundation subject curriculum wherever possible. As one example, 'Earth shattering events' a Year 3 Guided Reading text is strategically planned into the Year 3 reading journey after Year 3 have developed volcano knowledge, new vocabulary, key words and phrases in Geography. All classes have a Westgate Word Wall, where key vocabulary is collected and displayed. Word mats and a wide range of vocabulary resources are provided in every classroom.

In Year R-

Listening, Attention and Understanding

Your child will be able to develop listening skills where they will be able to respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They will be encouraged to make comments about what they have heard and ask questions to clarify their understanding. We develop their conversation skills by engaging them in back-and-forth exchanges with their teachers and peers.

Speaking

Your child will participate in small group, class and one-to-one discussions, be able to offer their own ideas, using recently introduced vocabulary. They will also be given opportunities to provide explanations for why things might happen, making use of recently introduced vocabulary from book talk, stories, non-fiction, rhymes and poems when appropriate. Children will be able to express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. Writing Your child will be able to use new vocabulary to write simple phrases and sentences that can be read by others.

Understanding the World Past and Present

Your child will have opportunities to talk about the lives of the people around them and their roles in society, this will include knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Your child will be able to use new vocabulary to talk about characters and events encountered in books read in class and storytelling.

People Culture and Communities

Your child will be able to describe their immediate environment using vocabulary discussed in class and their knowledge of observing the world around them. They will be encouraged to discuss, stories, non-fiction texts, and maps. They will be encouraged to discuss some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. In addition to this your child will be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from a wide range of diverse stories, non-fiction texts, poetry and – when appropriate – maps.

In KS1-

- Continuing our carefully sequenced English learning journey, your child will discuss and express 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.
- They will become increasingly familiar with and use new vocabulary to retell a wider range of stories, fairy stories, poems, rhymes and traditional tales. They will also recognise simple recurring literary language in stories and poetry and discuss favourite words and phrases.
- Also, in KS1 your child will identify how vocabulary choice affects the meaning for the reader. Your child will be taught how to edit their learning to improve vocabulary choices.

In KS2-

- As your child progresses in KS2 they will deepen their understanding of how language, structure and presentation contribute to meaning and how the effect of specific language choice effects the reader.
- When reading aloud they will be taught how to use appropriate intonation and control tone and volume so that the meaning is clear.
- In discussion and when recording, your child will use new vocabulary to make links between texts and the wider world. Using a varied and rich vocabulary your child will develop a wide range of writing and skills, where writing is clear in purpose, and they are able to evaluate and edit by assessing the effectiveness of their own and others writing. In addition to this your child will be able to use new vocabulary to explain and discuss their understanding of what they have read, including through formal presentations and debates.
- Your child will develop in confidence performing their own compositions and be able to make further links between texts, their audience, purpose, time and culture drawing on extensive knowledge of a wide range of authors.
- As your child reaches the end of KS2 they will evaluate how authors use language, including figurative language considering the impact on the reader and begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative. Your child will also be able to recognise texts that contain features of more than one genre or demonstrates shifts in formality and identify and comment on genre specific language considering the effect on the reader.
- Towards the end of KS2 your child will be able to propose changes to vocabulary and select language that shows good awareness of the reader -this may include exercising an assured and conscious control over levels of formality.

- Lastly, your child will be taught how to produce a succinct summary, distinguish between fact and opinion- recognising them in the language used by authors to influence readers and how to skim and scan effectively extracting information to make well organised notes of the main ideas using quotation and reference to the text using their own words.

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How can I help my child?

Read a variety of different texts at home from books to magazines.

Model a love of reading.

Take turns reading so they can listen to reading as well as practise it.

Read when they are not tired, so it is not seen as a chore.

Audible books are a great way to expose pupils to language who may struggle to or dislike reading printed books.

Share a special bedtime book where the pressure of them reading is removed.