

The Teaching of Reading at Templemoor Infant and Nursery School



Intent

Reading is at the heart of our curriculum. Children are immersed in books from the moment they enter school. At Templemoor Infant and Nursery School we are passionate that every child will learn to read regardless of background, needs or abilities. We are dedicated to enabling our pupils to become lifelong readers. We aim to promote a love of reading, and hope to instil this in all children through the culture of our school.

We use the Read, Write Inc. Phonics Scheme (RWI) to teach reading. In Nursery our children develop a love of reading through enticing story and poetry times. Children are immersed in role play, discussion, building sentences and rich vocabulary. Children are taught to name the pictures of the Set 1 sounds, and in the Summer term are taught a new sound each day.

All children have a daily phonics lesson. When the children have completed the RWI Phonics Scheme they then go on to working on additional reading, fluency and comprehension objectives from the Year 2 Reading National Curriculum. Home reading books are progressive and sequenced and are part of the RWI Phonics Scheme, moving on to carefully selected book-banded books.

During daily story times our fantastic staff create a love of reading by reading aloud a range of stories, poems, rhymes and non-fiction that develop children's vocabulary and language comprehension. All classes have their own libraries and children are encouraged to take a new book home each week. Children have regular visits from poets and authors to further inspire a love of reading.

Implementation

Teachers at Templemoor Infant and Nursery School have a clear understanding of how pupils learn to read. All staff have been trained by Read, Write Inc. and have regular coaching sessions.

During RWI phonics lessons children learn to read accurately and fluently with increasing comprehension. Children rapidly learn sounds and the letter, or groups of letters they need to represent them in the speed sounds lessons. Simple and enjoyable mnemonics help all children to grasp the letter-sound correspondences quickly. This learning is taught and consolidated every day. High frequency words that are not phonically regular are taught as 'tricky words' (we call them Red Words) and are practised frequently.

Lively phonics books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that early on children experience plenty of success. Repeated

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readings of the text support their increasingly fluent decoding. Children read the story three times. On the first read children focus on accurate word reading, the second on developing fluency and the third on comprehension. Fluency and comprehension increase with each repeated reading.

Children are assessed and grouped according to their phonic knowledge by the Phonics Manager. Children are then re-assessed every six to eight weeks. Ongoing assessment means that groups can be adjusted to ensure the best possible progress for each child. Each child reads books that best matches their phonic knowledge. Assessment quickly identifies any child who is falling behind the programme's pace so that targeted support can be given immediately. One to one tuition is given by trained teaching assistants and teachers.

Children in Reception, Year One and Year Two are split into four groups per year group (children generally stay in own year groups) and have a daily Read Write Inc. lesson. Children usually work through the scheme by the end of the first term in Year Two. Children then move onto reading and comprehension groups and RWI Spelling.

We value support in reading from our parents. Reading books are sent home when children are beginning to blend and are closely matched to children's developing phonic knowledge. Children follow the RWI scheme and take home matched RWI story books and book bag books. Children then move on to carefully selected book banded books. We ask that children read for 10-15 minutes each day. Our reading books are changed every Friday. Library books are changed every Monday.

Impact

Through the teaching of systematic phonics, our aim is for all children to make sufficient progress to meet or exceed age related expectations and become readers by the end of Key Stage One. Academically, the impact of our curriculum is strong. Attainment in the Phonics Screening Test at the end of Year 1 is high and well above national average. Outcomes at the end of Reception and Key Stage 1 are well above the National Average for children working at age related expectations and children working at greater depth. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Reading for pleasure is an essential component of our reading curriculum. We give all children the opportunity to enter the magical worlds that books open up to them. Children develop a love of stories and authors. All children are familiar with and enjoy listening to a range of stories, rhymes, poems and non-fiction.