



Farnham Primary School

Reading & Phonics

Intent

At Farnham it is our intent that both the teaching of reading skills, and the enjoyment of literature, enable our children to become lifelong, confident readers. Reading is a fundamental skill, used to stimulate children's imaginations and learn to acquire a love for books. A centralised aspect of our book-led curriculum across the school, is to ensure reading influences the thoughts, feelings and emotions of all our learners.

Implementation

Phonics

Read Write Inc (RWI) is a consistent, rigorous and dynamic literacy programme to teach every child to read. Using synthetic phonics, children quickly learn to blend letter sounds together following a fun and effective programme.

- Children begin to learn set 1 sounds in Nursery and have daily RWI lessons throughout Reception and Year 1. Phonics is taught in Year 2 to support those children who need additional phonics teaching.
- Children are accurately assessed and organised into groups so that they access the appropriate RWI reading materials.
- The programme is continued in Key Stage 2 to support any children who are still learning to decode using phonics.
- Children will read their RWI books every morning with a trained member of staff.

Whole Class Guided Reading

As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as vocabulary, re-telling, inference, language themes and conventions within texts, prediction and authorial intent. Teachers model reading strategies during English lessons and whole class reading sessions.

We believe that high-quality literature is key to motivating children to read and instil a love of literature within children. From Year 1, class texts are selected from the 5 Plagues of a Developing Reader, which include: Archaic Language, Non-Linear Time Sequences, Narratively Complex Books, Figurative/Symbolic Text Texts and Resistant Texts. The idea is that in each year, a child will cover all 5 plagues of reading so that, by the time they reach year 6 and beyond, they have a good understanding of all of them and are able to access the more complex books, expected of them in secondary schools. There is also an additional theme of Personal Development, which are a selection of texts chosen to support to our school ethos of equality, belonging and identity.

Independent reading

Independent reading, particularly in EYFS and Key Stage 1, provides time for both assessment and 1-1 teaching. Teachers record comments about the child's progress, or the types of questions asked, in the child's reading record. By Year 3, or as individual children are ready, they transfer onto the 'Accelerated Reading' scheme. This allows our older children to self-assess their reading by taking interactive, online reading quizzes about the books they have read, allowing them to track their own progress. Teachers support reading activities to ensure that children have frequent opportunities to read with adults and to ensure children are being appropriately challenged.

Home reading

We aim to expose our children to a variety of literature including the books they take home. Children who are following the RWI programme, take home a fully decodable reading book which matches the sound they are learning in class. To ensure good communication between school and home about children's reading, each child has a reading record which is regularly monitored.

We also provide an additional home reading book, which are accurately grouped into colour banded based on the national curriculum expectations. These coloured bands have smaller structured steps within reading levels which really help to develop a child's reading skills. We have combined a range of different schemes including: Big Cat and Oxford Reading Tree.

To ensure that children experience a wide range of genre, interests and authors, we have weekly library sessions in which teachers promote reading and support children in making decision about which book they would like to take home.

Reading within the Curriculum

As well as dedicated guided reading time, children are also expected to read and discuss a range of texts related to their work in other curriculum areas. They are given opportunities to use and apply the skills they have learnt in guided reading when analysing any given texts. They may do this independently, in pairs or in groups working with their teacher.

