

ENGLISH - Reading



INTENT

St Alphege aims to create a life-long love for reading from an early age. This begins in EYFS where children read books daily and have the opportunity to explore books that they have chosen themselves. Throughout the school, children are read to by an adult once a day, giving them the opportunity to hear the pace of which books should be read and listen to appropriate expression to mimic. We have a beautiful school library for the children to enjoy, as well as having exciting individual reading corners in each classroom that children regularly use. We are also lucky enough to be situated close to Whitstable Library which the children often visit to explore texts and loan books to enhance their love of reading. Texts are chosen to promote curiosity and children are encouraged to ask questions about books and stories. Reading a wide range of both fiction and non-fiction texts allows children to wonder about the world and independently find answers to their questions.

IMPLEMENTATION

At St.Alphege the children are taught to read using a range of activities and lessons. These include:

- Phonics in Reception and Year 1 following the Little Wandle Scheme
- Decoding in Year 2
- Comprehension using components of comprehension (VIPERS)
- Book talk which allows the children to read for pleasure

Phonics (Reception & Year 1)

Children participate in a daily, whole class phonics lesson following the Little Wandle scheme. More information on this can be found on their website:



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

In addition to the phonics lessons, children have 3 reading lessons per week. The books the children read are in line with the phonics lessons the children have completed and are fully decodable for the children. The children read the same book for the week to allow the children to read more confidently and fluently as well as have a secure understanding of the text. Repetition of the same text gives children the opportunity to revisit their previous learning and think deeper about storylines. The lessons follow the same structure each week using the same text which is as follows:

Day 1 – Decoding

Decoding is the ability to apply knowledge of letters and sounds to correctly pronounce written words.

Day 2 – Prosody

Prosody is the fluency and expression in which books are read with.

Day 3 – Comprehension

Comprehension is the understanding of what has been read.

Children in Year 2

When the children have completed the phonics scheme, Year 2 focusses on decoding and reading with expression and fluency. Reading the same book each day allows the children to become experts at reading their text and read with increased intrinsic flare.

Guided Reading (VIPERS)

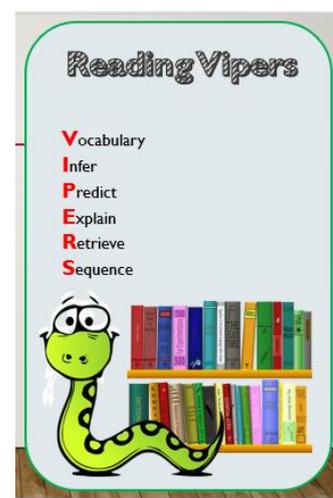
Guided Reading focusses on comprehension skills. Comprehension is the ability to understand something or the process of understanding. The Reading VIPERS are elements of comprehension. Comprehension at St.Alphege is not only taught through text. We believe that if children can see or hear something, they can comprehend and understand it.

In the Nursery, VIPERS can be used during teacher led story times and learning through play activities. Adults within the nursery can use the components of comprehension to build on understanding when playing and exploring.

In Reception, VIPERS are used throughout learning through play activities as well as during explicit lessons once a week. Children are encouraged to explore a range of media and use the VIPERS to answer questions to build on their understanding.

In Year 1, VIPERS are used once a week in an explicit Guided Reading lesson where adult led discussions and questioning is paramount to enable children to build on their comprehension skills.

In Year 2, VIPERS lessons take place 4 times a week which enables children to deepen their comprehension skills and embed the VIPERS when exploring a range of media.



Book Talk (Reading for pleasure)

A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Each week children in each class are given the opportunity to have designated book talk time which allows the children to simply read for pleasure. Children are encouraged to bring in their favourite books from home, share their stories with their friends in their class and in different classes, go to the library and simply enjoy books.



IMPACT

Early Years

Children in Early Years are given the opportunity to look at a range of different books, be read to and experience pride in their reading and a love for books. Children will also be taught to:

- Look at books independently.
- Handle books carefully.
- Hold books the correct way up and turns pages.
- Know that print carries meaning and, in English, is read from left to right and top to bottom and relays information.
- Continue a rhyming string.
- Hear and say the initial sound in words.
- Segment the sounds in simple words and blend them together and know which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Read words and simple sentences.
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.



By the **end** of Reception, children will have been taught to and will be expected to:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.

Key Stage 1

Throughout Years 1 and 2, children will be more comfortable and confident reading in a more formal manner.



Throughout Year 1 and Year 2 children will learn to:

- Apply phonic knowledge and skills to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phoneme
- Read common exception words, multi-syllabic words, words with -s, -es, -ing, -ed, -er and -est endings, words with contractions [for example, I'm, I'll, we'll] and read accurately by blending sounds in unfamiliar words
- Read aloud books that are consistent with their developing phonic knowledge.
- Check that the text makes sense to them as they read and correct inaccurate reading
- Become familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far

By the **end** of Year 2, children will have been taught how to:

- Read accurately by blending the sounds in words that contain the graphemes taught so far
- Read further common exception words and words containing common suffixes
- Read most words quickly and accurately, without overt sounding and blending
- Read aloud books closely matched to improving their phonic knowledge
- Sound out unfamiliar words accurately, automatically and without hesitation
- Discuss the sequence of events in books and how items of information are related
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- Answer detailed questions about what they have read, and what they think is going to happen in a text
- Have a good understanding of vocabulary and synonyms.

