

Regent Farm's Road To Reading

Reading is at the heart of the curriculum at Regent Farm since we know this valuable life skills unlocks the door to so many aspects of school life and beyond. At school, you will see reading through:

- One to one reading session
- Guided reading
- Phonics sessions
- Quiet reading for pleasure
- Library visits
- Reading interventions
- Texts to support learning e.g. non-fiction texts in history and high-quality texts in English lessons
- Stories in assemblies
- Class stories at the end of every day
- Author of the Month and Author visits

Reading At Home

Every child brings home two books each week – a reading book and enhancement book. Their core reading book is for them to read to parents to practising the sounds and skills they've learnt in school. We ask parents to record this in the diary so we can celebrate children's reading by 'moving around the world' on our class displays.

Children will also pick an enhancement book which they can read with parents at home. This book is for fun and helps develop a love of reading and a rich vocabulary.

What do we do if a child is still finding reading hard?

- Work closely with professionals such as Education Psychologist, Speech and Language and CYPs to see if additional support may be needed.
- Try to assess if there are other barriers to the child's learning which may need supporting.
- Work closely with Middle Schools to continue intervention work in Year 5.

Individual Reading

Throughout school every child reads with an adult at least weekly. This is an opportunity for staff to support their phonics knowledge, blending and comprehension.

Class Texts

Every child in school will also hear a variety of diverse texts for pleasure. Each class has a 'class text' which they will read at the end of the day.

Children hear a variety of fiction and non-fiction texts to support curriculum lessons.

Each year group also has a specific set of No Outsiders texts to support children's understanding of diversity and inclusion.

Carefully chosen, high quality texts support the teaching of English lessons and other areas of the curriculum such as in history or geography.

Reading in Early Years

The children in Early Years begin their reading journey by exploring a wide range of books, tales and songs. In nursery, they focus on their recognition of environmental sounds and their ability to hear rhyme and patterns. Through a 'book of the week' the children in nursery and reception are immersed into a learning environment rich with language and texts all designed to develop their love of books and storytelling.

How to we help children catch up if they are falling behind their peers?

- Diagnostic assessment following PIRA followed by use of specific SHINE intervention
- Additional individual reading sessions
- Continued phonics support
- Online systems such as Lexia or Bug Club

Reading Assessment

At three points in the year children in Key Stage 1 and 2 access a PIRA reading assessment which identifies their areas of strength and looks at any misconceptions/gaps in their knowledge. This informs the next steps in the child's learning and any intervention they may attend.

Key Stage 2 Reading

As children become more confident readers, and move away from RWI books they will be given a banded book to continue to support their reading development.

Key Stage 2

Phonics Assessment

Children in Year 1 will take part in a summer term assessment reading a variety of real and nonsense words to assess their secure knowledge of phonics.

Children who do not pass this assessment in Year 1 will be supported through interventions and repeat the assessment in Year 2.

Key Stage 1

Key Stage 1 Reading

Children in Year 1 and 2 continue working through the Read Write Inc sounds to support their reading development. These phonic sounds are taught in smaller groups to help ensure learning is targeted to specific children.

Children will continue to read RWI books matched to their stage of phonics.

Early Years

Read Write Inc

Children learn to read through the systematic phonics scheme, Read Write Inc. From reception, children are taught 44 sounds to enable them to blend words and develop fluency. To accompany this, they are taught a selection of red words which need to be learnt by sight.

Once children can begin to blend, they will first read Lilac and Ditty books, they will continue to progress through the RWI books until they can confidently read the Grey level.

