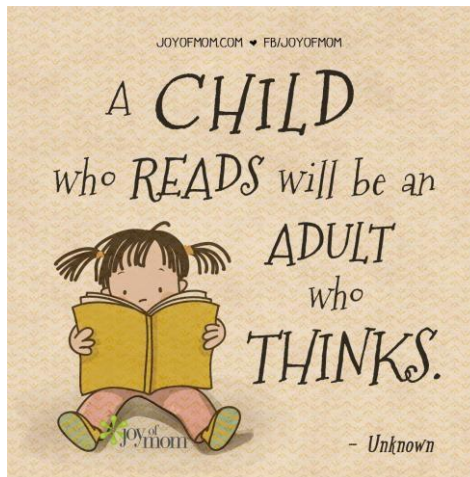




Reading Journey





Welcome to Ditton Primary school

Reading is an essential life skill which can unlock the world around us. It is our gateway to learning. Books allow us to visit the fantastic world of stories and immerse us in knowledge about new topics and themes.

At Ditton Street Primary we believe that children should become enthusiastic, skilled and fluent readers. As a school we aim to provide a rich reading environment and curriculum, with high quality reading experiences that promote and build a lifelong love for reading.

Reception

The reading journey at Ditton Primary starts as soon as a child joins our Reception class. In Reception, at the start of their reading journey children will get to experience a rich, reading environment, which includes a well-stocked reading area with quality texts and books in all areas of learning.



Phonics

To support children on their reading journey we have a



systematic approach to teaching **phonics**, which is the first step in learning how to read for children. We use **Little Wandle Letters and sounds** which provides a systematic and rigorous approach to the teaching of phonics, sight words, segmenting and blending skills. (Decoding) Children are taught that individual letters and groups of letters make sounds and that these can be identified and blended together to make words, which can be read in books. In reception **phonics** is taught explicitly and on a daily basis in whole class sessions and smaller group sessions. **Phonics** is embedded in all other areas of the early years curriculum and children experience regular, planned opportunities to practise and develop their phonic abilities.

With their growing phonic ability the children are then introduced to decodable books. This means that the words in the books are closely linked to the sounds that are being introduced to the children. The words can be segmented by the sounds in them and then blended to make words. Reading a decodable book means that children feel successful right from the beginning of their reading journey.

In Reception children will also be introduced to **Shared reading**, it provides opportunities for children to listen to and share texts with adults that they would not be able to read independently. Children in Reception will experience quality texts which promote vocabulary development, understanding of stories and knowledge of information books. Adults use these sessions to model reading behaviours to children that will assist in their development of reading skills.

Reception children also participate in **group reading** sessions with an adult, where the book will be decodable, but also offer some challenge for example looking at words that are tricky words (that are at the correct stage of their phonic ability) and cannot be decoded. Session one is a decoding and vocabulary lesson. Session two is a prosody lesson where children learn about fluency and expression. Session Three is a comprehension lesson where children answer questions about the text in full sentences. These sessions are guided by the adult and reading skills and strategies,



including understanding the books, are further developed and build towards independent reading.

Key Stage One (Year 1 and Year 2)

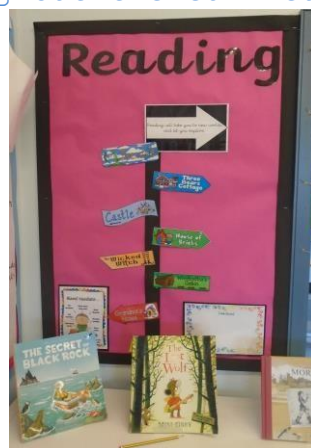
Key stage one builds on the excellent foundations made in Reception.

In Year One, Phonics is continued and the children consolidate their phonic knowledge and refine their decoding. They are introduced to more complex sounds and alternative sounds that can be created by the same letters that they have already used, for example **ee** in the word **see** can also be in words spelt a different way, for example **ea** in **tea**. These letters make the same sound but are spelt differently. Recognising and being able to use these sounds allows children to read a wider range of texts. In Year One, children continue with their three group reading sessions every week. Children in year one undertake the government phonics screening test to assess their knowledge and application of phonics.

In Year 2, If children still need to develop and build their knowledge of sounds and decoding, they will participate in small groups to continue their phonic journey.

Children in key stage two, who may still need to consolidate their phonic knowledge, will be given the opportunity to work in small targeted groups with an adult.

Children in Key Stage one practise and develop their reading skills in a variety of ways. Reading is a high priority and is embedded throughout the curriculum.



Shared reading as in Reception is also used in Key Stage one.

It is a structured reading programme, delivered and planned,



by staff; it teaches all aspects of word reading, fluency and comprehension skill. Reception and Year 1 children participate in **Shared reading** during story sessions and Y2 children incorporate it into their group reading sessions. High quality fiction, non-fiction and poetry texts are used introduce vocabulary, practise fluency and develop comprehension, as well as the skills and strategies to be a confident reader. By using engaging texts Ditton Primary hopes to foster a love of reading.

In Key Stage one children will continue with **group reading** until they are secure in their phonic knowledge and will then work towards daily shared reading lessons.

Individual Reading provides further opportunities for children to read with an adult and apply their reading skills.

Key Stage Two (Year 3, Year 4, Year 5 and Year 6)



Key Stage two further enriches children's reading skills and provides a host of learning opportunities in a rich reading environment.

Shared reading is the main way that children develop their reading fluency and comprehension skills and understanding of texts in Key Stage 2.

As stated previously **shared reading** is a structured reading programme, delivered and planned, daily by staff in whole classes. Challenging, quality texts are used in all classes. Children further develop proficient reading skills and a deep understanding of the authors and books that they read.

Group reading is also undertaken in Key stage two, where children may need extra targeted support to further develop their skills. This is planned and delivered by staff who are well equipped to identify needs and address them. Extra **phonic** sessions will also be provided if this is needed.



Individual reading is continued to be used and children are given opportunities to practise and develop both their fluency and accuracy, as well as expression and pace and their understanding of punctuation in texts.

Reading at home

At Ditton we encourage children to practise and improve their reading skills at home.

Children will regularly bring home books to read. These may be decodable books which will reinforce their segmenting and blending to read words in texts. Once children are confident with decodable books, they will bring home a book matched to their independent reading skills and selected from a variety of levelled reading books. These books will develop their fluency, accuracy and comprehension skills.

Children will also bring home a book of their own choice to accompany their reading book. We call this their 'Reading for Pleasure Book' and it will be chosen from the school library or class reading area. It may be a book that they wish to read independently, or share with an adult.

Children in year four, five and six can also access online reading activities through the programme **reading plus**.

Communication between school and parents/carers is very important and children are assigned an online reading planner which will allow us to communicate effectively about your child's reading, as well as allow you to communicate with us about reading at home.

Independent reading and reading for pleasure

Children in all key stages are given the opportunity to read for themselves to and read for pleasure. At Ditton children are able to select books from our whole school library and their own class libraries. Each year group also has a recommended reading list; texts from this list can also be selected. Children will have a weekly opportunity to choose a book of their choice from these areas. By enabling children to make their own selection of reading texts we are encouraging a love for reading and a chance for them to develop their own likes and dislikes and their own opinions about reading.



Class novels

Everyone at Ditton Primary is a reader, including the adults. Staff have their own favourite texts which they enjoy sharing and reading to the children. By sharing these texts they promote a love of reading and children see adults as readers. Other books and novels which are read to children on a regular basis are selected to follow the children's interests or chosen by the teachers to give the children an experience of a good quality reading materials. Reading whole class books and novels gives children the opportunity to listen to reading by adults and be introduced to texts that may be beyond what they are able to read themselves. It encourages them to listen carefully and absorb the vocabulary and phrasings used by the author and use the information to create images and ideas.

Books are shared daily.

The main purpose is to enjoy the books and encourage a love of reading.



Reading and writing

Reading has strong links with writing. This is another opportunity for children to immerse themselves in quality texts. Each year group explores a number of texts and through reading and writing tasks develop a deep understanding of these books and become knowledgeable about the authors who write them and how they write them.



School Library

We are very lucky at Ditton Primary to have a well-stocked school library with a wide range of books, including fiction, non-fiction and poetry. We also have collections of books by the same author, so if children have a favourite author they can read a selection of their books.



Assessment

Staff are knowledgeable about the reading curriculum and when they listen to children read in a variety of situations or they read to the class, they are evaluating and assessing the reading skills of the children. These observations inform teachers planning and the decisions they make about the next steps in the reading journey of the children. More formal assessments, which happen throughout the school year on a regular basis, are undertaken by the children to ensure that staff know what a child can and can't do in regards to their reading. The information from these assessments is used to ensure that children are making progress and if interventions are required to assist with the development of reading skills. At Ditton Primary we want all children to have the skills that help them to access the curriculum fully.





At Ditton Primary School we want to develop children as readers, children who enjoy reading and use their skills to open doors of new knowledge and use this information in the wider world. We hope that the opportunities provided at school equip every child with the skills of a competent reader and promote lifelong readers!

