

## **How we teach reading at Tanners Wood School**

We have a passion for reading at Tanners Wood and we recognise it as being the keystone to developing the children's learning. It can increase imagination, build vocabulary and make them more curious about the world around them.

### **Phonics**

In EYFS, reading is taught initially through phonics, which starts in Nursery. The children are taught to recognise and pronounce sounds through the scheme 'Letters and Sounds', which is developed to promote hands-on, active and fun phonics sessions. They are taught how to blend sounds together to read, and segment words into their composite sounds to help them to spell. This starts initially with short CVC (consonant, vowel, consonant) words, which will then get more complex as their phonetical knowledge increases. Reception children all have black boxes sent home weekly with flash cards of the sounds they are working on at the time, giving parents the chance to be actively involved in the children's learning. The 'Letters and Sounds' scheme continues throughout Year 1 and up until their phonics screening checks. In addition to the teaching of phonics, the children are taught 'tricky' words, which don't necessarily follow the patterns of sounds that they have learned within their phonics sessions. They also learn more high frequency words, such as 'I', 'and', 'yes', 'no' etc., which are used regularly within speech and writing.

From Year 2 the children follow the 'Read Write Inc.' spelling scheme. This initially teaches phase 6 phonics and then continues to teach spelling patterns in a variety of ways. The children will break the words down into their basic sounds, look at the meaning of words so they can be learnt in context and use suffixes and prefixes to change the meaning and purpose of the words within a sentence. This scheme lasts through their time at primary school.

### **Reading**

We teach reading through a consistent teaching cycle that the children follow from KS1 through to the end of KS2. They are provided with an excerpt from a specifically chosen, age appropriate and high quality text, which is sent home to read in advance of the session. The teacher then spends two sessions per week teaching various reading strategies to the children including fact retrieval, discovery of word meaning through clues in the context of the text, deciphering tricky words and inferring authorial intent. These texts are chosen based on the skills that the teacher is planning to address in the session in addition to meeting the interests of the children in the class.

These skills are then linked to two other sessions during the week where the children complete reading comprehension activities to give them the opportunity to put these strategies to use. In addition to this, they have a differentiated class reading book, where for one session each week they will read a section and complete a written activity based on their understanding of what they have read.

### **Reading for Pleasure**

We encourage reading for pleasure both inside school and at home. Their reading diaries are checked for regularity of reading at home, with an expectation of reading 5 times per week outside of school in addition to the opportunities that are provided within school. They are also to write short responses to what they have read to help the teacher to gauge understanding and engagement in the books the children are reading.

We have a school library where the children can take out books to read in school and at home. For early readers, the books are colour banded to ensure the children are getting an appropriate text that will be accessible but challenging. We also participate in the local library reading challenges.

**Teaching phonics and reading overview**

<b>Key Stage</b>	<b>Phonics</b>	<b>Reading books</b>
EYFS	Letters and Sounds	Alphablocks Phase 2,3,4
Year 1	Letters and Sounds	Bug Club Phase 4,5
Year 2	Read, Write, Inc Phase 6	Bug Club Phase 6
Key Stage 2	Read, Write, Inc	Free readers