



## Reading at Handale Primary School



**At Handale we are passionate about reading and we endeavour to make sure that all our children develop a love of reading and that every child leaves us as a confident reader.**

Learning to read is the most important thing your child will learn at school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We provide plenty of opportunities for your child to read across the curriculum.

We want your child to love reading and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

### **Phonics at Handale Primary School**

In the early stages of reading, we teach children to decode words using phonic skills as their main approach. Here at Handale, phonics is taught daily to all children in Reception and Year 1. It is also taught in Year 2 in the Autumn Term and intervention takes place throughout the year for those children re-sitting the phonic screening test. At Handale Primary School, we don't just use one programme for the teaching of phonics. Predominantly, we use the **Letters and Sounds** programme to teach children the letters of the alphabet and their matching sounds. However, at times we dip in and out of other phonic programmes if needed. We also use **Jolly Phonics** songs and actions to help us remember our sounds.

The children are taught to read words by blending, which means merging all the sounds together to make a word.

They are taught to spell words by segmenting, which means sounding out words and writing down the sounds they can hear.

It is important that children learn to say the sounds correctly. This will make it easier to blend the sounds together to make words.

The children also practice reading and spelling tricky words. These are 'tricky' because they cannot be phonetically sounded out.

At the end of Year 1 all children in the country undertake a check of their phonics knowledge. In this phonics screening they have to read 40 words. Of these, 20 are real words and 20 are nonsense words. We call the nonsense words alien words and the children practice reading them regularly in school.

Alongside the daily phonics session, children practice their reading with books that match the phonics and the tricky words they know. Children read from a wide range of reading schemes that include both fiction and non-fiction texts. In the early stages of reading, books are chosen from **Floppy's phonics** and **Songbirds phonics** which are both decodable schemes. As the children become more competent at reading, they read from schemes such as **Oxford Reading Tree**, **Collins Big Cat** and **Project X** to support the development of other reading skills.

We hold regular workshops to show how we teach phonics and reading so please come and support your child. We would very much like you to know how to help. Share and read lots and lots of books with your child, giving praise and encouragement and, most of all have fun!

### **Read for the Stars Scheme**

We currently have a 'Read for the Stars' programme in school to encourage children and parents to share books at home. Every term, the children are given a target of how many stars they need to achieve by reading at home. If a child reads at home three times a week, they are given a star in their reading record. If a child collects the required amount of stars, both that child and parent can attend our reading party. All teachers check reading records every Friday. Children are also given the opportunity to read to other members of staff in school or with Miss Price on a Monday dinner time during reading club.

All of our classrooms feature bright, stimulating and inviting books corners (which are updated termly) for children to sit and read in and we regularly invest in high quality texts for the children. In our book corners you will often find children's recommendations and reviews of their favourite books. All classes have a specific author focus, which changes every half term, and are expected to read a wide variety of different books.

Shared reading is a daily occurrence throughout the school and in this time children have further opportunity to engage with high quality texts and show their understanding through a range of responses such as drama and extended writing opportunities. During lessons, children are taught the key skills of: retrieval; inference; structure; language choice; purpose/viewpoint and context. Reciprocal Reading is also used across the school and forms part of the reading carousel. During Reciprocal Reading sessions, children are expected to: predict, clarify, question and summarise. Deepening Understanding is also used to give children the opportunity to engage in discussion about images that they see and complete challenging comprehension questions.

At every stage of a child's life, reading should be pleasurable and we believe that time should be devoted at school and home to 'reading for pleasure'. During curriculum time throughout the week, children have the opportunity to read books of their own choice from their class or school library, which they take home, read and discuss. This is key to the development and enjoyment of reading.

At the end of the day, teachers and children share a class book. We believe that children should have the opportunity to hear adults read and listening to class stories and novels is a treasured time in the curriculum. During each term, children are given the opportunity to share books with children in different classes and every class visits Loftus library at least twice a year.

