



Nursling's approach to Reading

Reading is vital life skill and we are passionate about encouraging our children to become enthusiastic and reflective readers. Through contact with interesting, challenging, high-quality texts, we aim to develop both reading comprehension and reading for pleasure.

- Our library stock is constantly reviewed and updated by our Library Volunteers and we also utilise the Hampshire School Library service. Reading books are book banded and levelled according to the Reading Recovery Guide to Book Selection.
- All children read to adults in school on a regular basis. Our support staff and volunteers who are supporting reading in the school are trained as reading partners.
- Every class has a timetabled DAILY whole class reading input as well as input within English lessons and non-core curriculum.
- Sharing texts during Whole Class Reading Lessons creates excitement around stories and other text types and develops the children's comprehension skills. These books are linked closely to our topics to ensure our children can make as many links as they can in their learning. Children are explicitly taught the skills that they need to be successful readers such as inference, prediction and summarising. This is done through a range of activities, including answering different types of questions, writing tasks, discussion and drama.
- All children have a Communication Journal which can be used to record the reading children complete with others and at home.
- Benchmarked testing is carried out at least 3 times a year. This ensures that all children in the school read texts that are at the appropriate level.
- Interventions are planned to support children who are working below age related expectation, e.g. Rapid Read

Our approach to Phonics and Spelling

At Nursling, phonics is introduced through Letters and Sounds when children join Year R and progression is planned to meet the stage of learning. The progression is planned for by the following markers however we look at the child's stage of phonic knowledge and understanding, not just their age.

Phase 1

Phase 1 explores oral segmenting and oral blending of familiar words and many activities that are well matched to children's development and interests. This is developed throughout EYFS and KS1.

Reception - Phase 2, 3 and 4

Phase 2 exposes children to a wealth of listening activities, including songs, stories and rhymes. They will learn to distinguish between speech sounds and many will be able to blend and segment words orally. By the end of Phase 2, many children should be able to read some VC and CVC words. In Phase 3, they will

learn 42 phonemes by a grapheme and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words. In Phase 4, children will practice blending for reading and segmenting for spelling.

Year 1 – Phase 4 and 5

Children will broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know.

Year 2 – Phase 5 and 6

During this phase, children become fluent readers and increasingly accurate spellers. They will learn how to apply prefixes and suffixes as well as developing a good understanding of long and short vowels to help them with spelling rules.

Phonics teaching is complemented by reading. We use a range of resources to enhance this and our books are banded into colours. Wherever possible, these are fully decodable to develop fluency and understanding. The book bands and matching phonic phases are detailed below. Children are expected to move through the colours to become fluent and confident readers by the time they leave KS1.

The Letters and Sounds programme is utilised in the Phase 1 to develop phonics awareness and is continued throughout Phase 2 (Y1 - Y3) to ensure a consistency of approach in phonics teaching and learning. In addition, 'Jolly Phonics' is used to complement the Letters and Sounds programme.

Information about Letters and Sounds is available on their website: www.letters-and-sounds.com

In school, your child will have daily phonics input from their class teacher, which is planned using Letters and Sounds. Their guided reading books will be matched to their phonic phase using a range of phonics books such as Floppy's Phonics. Your child will be sent home with a book that matches their book band and many of these are fully decodable which means all the words can be sounded out and blended together. We will also use a range of resources such as Jolly Phonics and Phonics Play to support in both phonics and reading.

Children will not be sent home with termly spellings lists but instead can access these weekly lists via their Communication Journals, they can then practice their spellings through a variety of strategies in their home learning books and spelling journals.

Year 1 children will complete the Phonics Screening check in June. If they did not pass in Year 1, the children will retake it in June of Year 2. There will be some children who require extra phonic intervention and this will happen throughout KS2 if required.