



Reading at Elmsleigh

Learn to read - read to learn.

We believe that reading and language development is the key to unlocking the wider curriculum.

Intent

At Elmsleigh we believe that being able to read and write are the vital skills that enable us to understand and express ourselves more effectively. These skills open the door to learning. We passionately believe in helping children to develop not only the technical skills of reading and writing, but also in engendering a love for literature and the different genres of writing.

Our English Curriculum is designed around using high-quality novels which are linked to topic themes and children's interests. We believe that all children are entitled to a broad and balanced English curriculum, which is delivered in a way which recognises the varied needs of our children and allows each individual to maximise their learning potential, preparing them for the application of English skills across the whole curriculum. This approach ensures we continue to promote a love of reading, alongside explicitly teaching Reading, Writing and Grammar objectives in line with National Curriculum objectives. Oracy is at the heart of our teaching and learning approaches and we are striving to teach our children how to talk and communicate effectively and articulately. We want pupils to acquire a wide vocabulary, captured through a range of texts and modelled with high quality talk from adults in school. We believe we encourage our children to become readers and writers, to embrace opportunities in a range of contexts with confidence and enthusiasm.

Implementation

Early Years Children are taught to read through Sounds-Write and reading 1.1 or in small groups with the class teacher. 'Sounds Write' occurs daily for at least 15 or 20 minutes. Misconceptions and mistakes are quickly picked up on and all adults are trained in how to help children with their learning in sounding words out, sentence structure, explicit and implicit vocabulary instruction and grammar. Parents will learn the correct pronunciation of the sounds and the correct formation of letters during Parent workshops. All children will begin by reading a 'decodable reader' relevant to their learning in the lessons. In both Nursery and Reception children must have access to a variety of reading books inside and outside. Activities are set up to include books to help and inspire children's learning such as a farm animal information book as part of a farm small world table. Each child will have their own reading book to take home and this is changed regularly. Those who are not reading

at home are heard by an adult every day. Reading diaries are sent home every night with the children's books. FS children also take one reading for pleasure book home a week to share with their family.

In KS1, children read independently at least three times per week. They read and re-read their Dandelion or Sounds-write decodable reader. Decodable readers are used when learning to read and only contain the phonetic code that the children have been exposed to. This means that the children are able to read most of the words by applying their phonics. This success in reading builds confidence and helps instil a love of reading. It also helps to consolidate the skills and sounds learnt from the Sounds-Write phonics sessions and supports the development of good reading strategies. This in turn helps to build reading fluency. Decodable readers will be given to the children throughout their time in EYFS, year 1 and for most of year 2 until the child has been exposed to most of the phonetic code.

Reading for Pleasure

At Elmsleigh we feel it is vital that children develop a passion for reading right from the start and it is our responsibility to ensure this. We ensure children are immersed in picture books and quality stories in every year group. Children are able to take ownership of their reading and make their own choices. This is because of the wide range of books made available to them, the clear organisation and categorisation of books, the skill of the teacher in recommending books to the children and giving them the time to make their own recommendations to peers and the importance given to reading for pleasure. We take pride in our school library and class book corners and ensure they are a comfortable space where children can access books in a joyful manner. We have a reading spine so that these books are carefully mapped out through the school.

Impact

The intended impact of our curriculum is that the use of a synthetic phonics programme gives children a flying start with their reading. It is an effective tool to ensure children 'keep-up' rather than 'catch-up.' The development of children's phonic knowledge is embedded to also support a child's writing skills. With regular assessments, we ensure we meet the needs of all pupils. The progress of each child is closely monitored and tracked and parents/carers are regularly updated in regard to their child's learning.

SEND and Disadvantaged pupils

Our ambition is for all pupils to access the full reading curriculum. These pupils will be supported to provide them with full accessibility to reading lessons. Children at Elmsleigh with additional needs have access to extra phonics sessions either with fully trained teachers or teaching assistants, to allow them to catch up with the rest of their peers. All children who may need extra intervention or support are provided with high quality phonics teaching at all times.

