

Reading at Frogmore Infant School

At Frogmore Infant School we want all our children to develop a love of reading.

At Frogmore Infant School we believe:

- Competence in reading is the key to independent learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.
- For the teaching of early reading to be successful, it needs a balanced and creative approach in a context of rich oral language development. This should include the systematic teaching of phonics, as well as focus on application, exploring comprehension and meaning and reading enjoyment. We want children to read for pleasure.
- Motivation to read is a crucial component of a teacher's job. This approach results in deep engagement as well as accuracy in reading, both of which are crucial and lead to high standards. Teachers will be enthusiastic about books and reading and inspire children to want to read.
- It is important to immerse the children in a rich reading environment, and to explore a wide range of quality texts to support both word recognition, comprehension and vocabulary development.
- Reading is linked inextricably with speaking and listening skills, which we recognise as being the cornerstone for developing language in order to become a reader. Reading is also linked with writing and as such we teach all of these skills in a way that makes them dependent on each other.

At Frogmore Infant School the Reading Curriculum includes:

- shared reading
- guided reading
- regular independent reading
 - individual
 - group and paired
- home/school reading
- hearing books read aloud on a regular basis
- selecting their own choice of texts
- reading whole texts and on screen
- making close links between reading and writing
- reading in other subject areas

All of these are essential because they offer different opportunities to develop fluent, enthusiastic and critical readers.

Phonics

At Frogmore Infant School, early reading is taught using synthetic phonics as the main approach to reading. Pupils are systematically taught the phonemes (sounds), how to blend

the sounds all through the word for reading, and how to segment the sounds in order to write words. They are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught high frequency words which do not completely follow the phonic rules.

The school follows the Read Write Inc scheme through which children are taught to:

- learn to read and write letter-sound correspondences quickly
- decode effortlessly, spell and handwrite easily
- comprehend what they read
- read with fluency and expression
- write confidently using oral rehearsal
- work effectively with a partner to articulate their learning at every step.

How will my child be taught to read?

We start by teaching phonics to the children in the Reception class. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. Ask them to show you what these are.

The children also practise reading (and spelling) what we call 'tricky words', such as 'once,' 'have,' 'said' and 'where'.

The children practise their reading with books that match the phonics and the 'tricky words' they know. They start thinking that they *can* read and this does wonders for their confidence.

The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

How will I know how well my child is doing?

We will always let you know how well your child is doing.

We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

How do I know the teaching will be good?

All the staff have been trained to teach reading in the way we do it in this school. We believe that it is very important that all the teachers and teaching assistants work in the same way. Senior teachers watch other teachers teaching to make sure that the children are learning how we want them to learn.

If you are worried about the teaching or you have any questions, please come to school and talk to us.

What can I do to help? Is there anything that I shouldn't do?

You will be invited to a meeting so that we can explain how we teach reading. Please come and support your child. We would very much like you to know how to help.

Your child will bring different sorts of books home from school. It helps if you know whether this is a book that your child can read on their own or whether this is a book that you should read *to* them. The teacher will have explained which is which. *Please* trust your child's teacher to choose the book(s) that will help your child the most.

Help your child to sound out the letters in words and then to 'push' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds.

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family.

What if he or she finds it difficult to learn to read?

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children.

If we have any serious worries about your child's reading, we will talk to you about this.

Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'. At our meeting, we will explain how you can help your child to do this.

What if my child turns out to be dyslexic?

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.

My child has difficulty pronouncing some sounds. Will this stop him/her learning to read through phonics?

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "tttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging

him or her to look at your mouth when you say the sound. Whatever you do, do not make your child feel a failure. They can easily learn to read, even if they find one or two sounds difficult to say.

Don't hesitate to contact us if you have any concerns. We are here to help.

Reading Schemes

At Frogmore Infant School, all our early reading books are colour banded. Your child will be given a colour band linked to their reading level. Class teachers will send home books to practice at home. In addition children are able to choose books at their level from the Rainbow Books which are located outside every classroom. Every colour band includes books from a range of reading schemes so that they will experience a range of stories, text types and illustrations. The majority of books within the early book bands can be decoded using phonics skills and knowledge. A range of published schemes are used including Read Write Inc, Floppy Phonics, Songbirds and Oxford Reading Tree.