

Learning to read at St John's C. E. School

At St. John's we aim for all our children to become confident fluent readers with a real love of books.

Children who read regularly and are read to regularly have the opportunity to open the doors to so many different worlds. Reading will give your child the tools to become independent lifelong learners.

We can achieve this by encouraging children to develop a love of books by reading to them daily, at home and at school and giving the children access to a wide range of books at school and at home.

At St John's we use Read Write Inc Phonics (RWI) as our phonics literacy programme to help children learn to read fluently to give the children the best possible start to their reading journey. The programme also helps to develop the skills of comprehension, vocabulary and spelling. It is designed for children 4 – 7, however we will continue to teach RWI if children need extra support in their reading.

Nursery

For the nursery children we begin their reading journey by introducing them to the skills which they will transfer to their phonic sessions in Reception - playing listening and turn taking games, hearing and matching initial sounds to objects, singing rhyming songs, making rhythms, following instructions by careful listening to adults and peers.

Reception

In Reception the children will learn how to read the sounds (phonemes) in words and how these sounds can be written down.

Reading

The children:

- learn 44 sounds and the corresponding letter/letter groups using picture prompts
- learn to blend sounds
- read from a range of fiction and non-fiction books matched to their phonic knowledge
- work with partners
- develop comprehension skills

Writing

The children:

- learn to write and form letter/letter groups which represent the 44 sounds
- learn to write words by segmenting and blending
- learn to build sentences by practicing sentences out loud before they write

Talking

The children work in pairs so they can:

- they support each other to answer questions
- practice activities together
- take turns in talking and reading to each other
- develop ambitious vocabulary

Year One and Year Two

Children will follow the same format as Reception, consolidating and revisiting sounds if necessary. They will work on more complex sounds and read books appropriate to their reading level. As children become fluent readers this will also impact on their literacy skills. The children will learn to apply their sound recognition skills on reading 'Nonsense Words' (alien words). These words feature in the Year One phonics screening check in the summer term.

How we teach the children to read:

We have a special puppet in Ruby class who is an expert at sounding out words, he is called Jess! When we use Jess talk he says m-a-t, c-a-t, s-a-n-d etc.

The children are taught the sounds in 3 sets, each sound has a rhyme which goes with it to help the children write the corresponding letters correctly.

Set 1	
Sound	Rhyme
m	Down Maisie, up Maisie over the mountain
a	Round the apple, down the leaf
s	Slide around the snake
d	Round the dinosaurs bottom, over his back, down to his feet
t	Down the tower across the tower
i	Down the insect's body and a dot for his head
	Once these first six sounds have been taught we then begin to practice making simple words by blending and segmenting these sounds e.g. m-a-t, s-i-t, s-a-d etc.
n	Down Nobby, over his net
p	Down the plait, up and over the pirate's face
g	Round the girl's face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroo's body tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horses hear to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head
w	Down, up, down, up the worm
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

The children are then taught Set 2 sounds – the long vowels. When they are confident with all of Sets 1 and 2 they then move onto Set 3

Long vowel sound	Speed sounds 2			Speed sounds 3
ay	may I <u>play</u>		a-e ai	Make a cake Snail in the rain
ee	What can you <u>see</u>		ea e	Cup of tea He me she we be
igh	Fly <u>high</u>		o-e ao	Phone home Goat in a boat
ow	Blow the <u>snow</u>		u-e ew	Huge brute Chew a stew
oo	<u>Poo</u> at the <u>zoo</u>		i-e	Nice smile
oo	<u>Look</u> at the <u>book</u>		aw	Yawn at dawn
ar	Start the <u>car</u>		are	Share and Care
or	Shut the <u>door</u>		Ur er	Nurse for a purse A better letter
air	That's not <u>fair</u>		ow	Brown cow
ir	<u>Whirl</u> and <u>twirl</u>		oi	Spoil the boy
ou	<u>Shout</u> it <u>out</u>		ire	Fire fire!
oy	<u>Toy</u> for a <u>boy</u>		ear	Hear with your ear
			ure	Sure it's pure

Alongside the introduction of sounds and letter correspondence we also introduce 'tricky red words' these are words which cannot be sounded out, the children have to memorise them and sight read them. These are taught in groups, two or three at a time:

Reception: I, no, go, to, the, into
Rec/Year 1: he, she, we, be, me, was, you, they, all, are, my, her
Year 1: said, have, like, so, do, some, come, were, there, little, one, when, what, oh, their, people, Mr, Mrs, looked, called, asked, could

Whilst the tricky red words are grouped into year groups they are introduced as the children's vocabulary develops and also to support their book reading levels.

At the beginning of the children's reading journey we will send home Oxford Reading Tree books (ORT) without any words for the children to begin to use their comprehension skills to explain what is happening in the pictures. As the children begin to blend and segment simple words they will bring home the next stage of ORT books to support their developing reading skills. With continual assessments they will continue to progress within the ORT range of books always ensuring we are matching their reading skills with the content of the books.

As the children come to the end of Speed sounds 2 we introduce daily guided reading sessions using either RWI ditties or RWI ditty books. In these groups the children read together with children who are working at the same level. Within the group we read the ditty or book supporting reading, decoding, comprehension skills throughout the week so the children are very familiar with the text. They will bring the ditty or book home to share with their adult every week. As the children become more fluent with their reading we also use the text to support writing where they may edit a

sentence, hold a sentence and write it and complete activities related to the text. When the children are confident with Speed Sets 1 and 2 and are confidently applying them to their reading skills we will introduce Speed set 3 which will be reflected in the RWI books they are reading

The expectation is that all children will leave Year One as confident fluent readers ready to take on the challenges of Year Two. However, it is recognised that some children may need extra support, appropriate intervention strategies will be put in place to support these children to develop their reading skills.