



**The Teaching of Reading at Templemoor
Infant and Nursery School**

Intent, Implementation and Impact Statement



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Intent

Learning to read is the most important thing your child will learn at our 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 regardless of background, needs or abilities. Children are immersed in books from the moment they enter school and reading is at the heart of our curriculum. We are dedicated to enabling children to become lifelong readers. We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure that children develop a love of reading as well as simply learning to read.

We use the Read, Write Inc. Phonics Scheme (RWI) to teach reading. In Nursery our children develop a love of reading through enticing story and poetry times. Children are immersed in role play, discussion, building sentences and rich vocabulary. Children are taught to say the sounds of letters with the help of RWI mnemonics.

All children have a daily phonics lesson. In addition to this, children have one guided reading session per week. When the children have completed the RWI Phonics Scheme they then go on to working on additional reading, fluency and comprehension objectives from the Year 2 Reading National Curriculum. Home reading books are progressive and sequenced and are part of the RWI Phonics Scheme, moving on to carefully selected book-banded books.

During daily story times our fantastic staff create a love of reading by reading aloud a range of stories, poems, rhymes and non-fiction that develop children's vocabulary and language comprehension. All classes have their own libraries and children are encouraged to take books home regularly. Children have regular visits from poets and authors to further inspire a love of reading.

Implementation

Teachers at Templemoor Infant and Nursery School have a clear understanding of how pupils learn to read. All staff have been trained to deliver Read, Write Inc.

During RWI phonics lessons children learn to read accurately and fluently with increasing comprehension. Children rapidly learn sounds and the letter, or groups of letters they need to represent them in the speed sounds lessons. Simple and enjoyable mnemonics help all children to grasp the letter-sound correspondences quickly. This learning is taught and consolidated every day. High frequency words that are not phonically regular are taught as 'tricky words' (we call them Red Words) and are practised frequently.

Lively phonics books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that early on children experience plenty of success. Repeated readings of the text support their increasingly fluent decoding. Children read the story three times. On the first read children focus on accurate word reading, the second on developing fluency and the third on comprehension. Fluency and comprehension increase with each repeated reading.

Children are assessed and grouped according to their phonic knowledge by the Phonics Manager. Children are then re-assessed every six to eight weeks. Ongoing assessment means that groups can be adjusted to ensure the best possible progress for each child. Each child reads books that best matches their phonic knowledge. Assessment quickly identifies any child who is falling behind the programme's pace so that targeted support can be given immediately.

Children in Reception and Year One are split into four groups per year group (children usually stay in own year groups) and have a daily RWI phonics lesson. Children usually work through the scheme by the end of Year One or at the end of the first term in Year Two. Children then move onto reading and comprehension groups which take place three times per week.

We value support in reading from our parents. Reading books are sent home when children are beginning to blend and are closely matched to children's developing phonic knowledge. Children begin by following the RWI scheme and then move on to book banded books. We ask that children read for 10-15 minutes each day. RWI phonic books are changed weekly and book banded books can be changed daily.

Guided Reading

Reception and Year One

In addition to Read Write Inc. phonics lessons children have a guided reading session once a week. Children are grouped according to phonic ability. There are approx. 4-7 children in each group. The teacher teaches specific reading skills and reinforces aspects of reading which have been taught in the Read, Write Inc. lesson. It is also when children demonstrate their understanding and development as readers and when the teacher assesses this.

Children read a text which is closely matched to their developing phonic knowledge. In the early stages of reading this may be teaching sounds, using a RWI sound blending book, RWI ditty book or a RWI storybook. Children then go on to read a

range of progressive book banded books, again closely matched to the group's phonic knowledge.

Year Two

Children have a guided reading session once a week. Children are grouped according to phonic and reading ability. The teacher teaches specific reading skills. It is also when children demonstrate their understanding and development as readers and when the teacher assesses this. Where appropriate, children read a text which is closely matched to the group's developing phonic knowledge. Teachers then go on to select from a range of progressive book banded books to ensure that children's reading progresses at a steady rate.

Impact

Through the teaching of systematic phonics, our aim is for all children to make sufficient progress to meet or exceed age related expectations and become readers by the end of Key Stage One. Academically, the impact of our curriculum is strong. Attainment in the Phonics Screening Test at the end of Year 1 is high and well above national average. Outcomes at the end of Reception and Key Stage 1 are well above the National Average for children working at age related expectations and children working at greater depth. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Reading for pleasure is an essential component of our reading curriculum. We give all children the opportunity to enter the magical worlds that books open up to them. Children develop a love of stories and authors. All children are familiar with and enjoy listening to a range of stories, rhymes, poems and non-fiction.

