

Reading in Key Stage 1

Our vision: Learning to read is one of the most important things your child will learn at our school. We want your child to love reading which is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

The big picture – we want children to leave Key Stage 1 being fluent, understanding the text and to show a love of reading.

Where does reading happen in Key Stage 1? Where and when does it happen?

In Key Stage 1, a phonics lesson takes place every day. We currently follow the ‘Letters and Sounds’ scheme with a view to investigate other DfE recommended schemes to implement from September 2022. Children are streamed across the key stage depending on their ability or need. These groups are flexible and our regularly changed. Children use their phonics throughout the curriculum, where children are encouraged and supported to use their knowledge when reading and writing.

Guided reading happens daily; each group will read with an adult twice a week. This will focus on progressing a range of different skills, including expression, blending and understanding of the text.

Children are sent home with three books every Monday. Most of our reading books are from the Oxford Reading Tree scheme with other schemes to supplement. Reading books are linked to phases meaning that the books bought home are accessible to the children. We have introduced Bugs Club, an online portal to support children’s reading further.

Throughout the curriculum, enriching reading opportunities are provided for the children. A lot of our English lessons incorporate teaching from a high quality text, where children are taught specific comprehension skills such as predicting and retrieving information from the text. Throughout these lessons, teachers read to the children demonstrating high quality reading and exposing them to a wider range of vocabulary.

Word Reading	Comprehension	Enjoyment.
To apply their phonics knowledge and to become more fluent in their reading.	To understand what they have read.	To enjoy and love reading.

Word Reading:

In Key Stage 1, children are assessed on their phonics knowledge. We then build upon the sounds that they know and teach accordingly. The children are formally assessed termly and within phonics and guided reading lessons children are continually and regularly informally assessed by teachers and teaching assistants.

Most children will learn Phase 3, 4, 5 and 6 with Key Stage 1. There are interventions provided to support children’s progression in their phonics, covering Phase 2 also.

Phase Three

Phase 3 introduces twenty-five new graphemes one at a time. Letters and sounds typically follows this order: Set 6: **j, v, w, x** Set 7: **y, z, zz, qu**. Consonant digraphs: **ch, sh, th, ng**. Vowel digraphs and trigraphs: **ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er**. During Phase 3, children will also learn the letter names and continue to consolidate the sounds learnt in Phase 2.

Phase Four

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. **swim, clap, jump**.

Phase Five

Children learn a new range of graphemes and phonemes for reading. They are taught, for example, that the phoneme 'a' can be represented by the graphemes '**ay**' or '**a-e**.' Alternative pronunciations for graphemes are also introduced too. Such as '**ea**' in 'pea,' 'read' and 'break.

Phase Six

The main aim for children is to develop their fluency as a reader and increase their accuracy when spelling. They will have already learnt the most often used grapheme-phoneme correspondences (GPCs) in the English language. Children will be able to sight-read a large number of words. When coming across an unfamiliar word, they have a range of strategies to decode them including their sounding and blending skills.

Comprehension:

Reading comprehension is one of the pillars of the act of reading. We want children to think about what they have read and ask questions about what they are reading.

We want children to:

- Develop a broad vocabulary.
- Retrieve information from the text.
- Make inferencing.
- Use the text and other stories to make predictions.
- Sequence events within the text.

We help to develop children's comprehension skills throughout guided reading sessions, 1:1 reading, whole class reading and our English lessons.

Enjoyment:

The staff within Key Stage 1, show great importance and love for reading. This is not just something we want to instil in our children but our parents also. Reading unlocks so many opportunities, taking children beyond their own experiences.

Every week, there will be a 'star reader', who will be given a pack of our must read books to share with their families over the weekend. Children are given opportunities to go to the school library where they are able to choose a book to bring home and share with their families.

