Teaching & learning of reading at Ward End Primary School

Foundation Stage
Children are taught to read in the Foundation Stage using the Letters and Sounds program. Children will be rapidly introduced to letter sounds (Phases 1-4) in the Autumn term of Reception and throughout the rest of the year, which will give them good foundations for learning to read. The Reception high frequency words are introduced alongside reading books for children to develop a good sight vocabulary.

By the end of the Foundation Stage most children should be able to:
* read a range of familiar and common words and simple sentences independently;
* know that print carries meaning and in English, is read from left to right and top to bottom;
* show an understanding of the elements of stories, such as main character, sequence of events, openings and how information can be found in non-fiction texts to answer questions about when, where, who, why and how.

Key Stage One
In Key Stage One teachers will continue to build on the children’s reading skills by sharing books together and modelling good reading. The remaining phases 4-6 from the Letters and Sounds document are taught.

Children will have the opportunity to carry out daily guided reading activities. Teachers will target groups for reading and teach specific reading skills.

Children are introduced to a range of text types including multicultural stories, poems, rhymes, fairy tales, traditional tales, encyclopaedias, dictionaries, non-fiction texts, picture books and stories by significant authors.

Children are taught how to read for meaning and answer questions about texts. Characterisation and plot will be studied.
If pupils are below their age-related expectation, interventions are put in place and additional learning support is provided. Wave two and three interventions including Reading Recovery, Intensive Reading and Direct Phonics are carefully targeted to support children’s learning. The Every Child a Reader Programme (ECaR) is a targeted individual intervention at Wave 3 for children in Key Stage 1.

Key Stage Two
In Key Stage 2, teachers are responsible for continuing the phonics program with children who need extra support in reading. Children will be given opportunities for reading throughout the day. A range of genres are read by the pupils, including biographies, letters, diaries, short stories, extended whole texts, poems and play scripts.

Children will be taught how to analyse texts, voice their own opinions on what they have read and comment on the author’s use of language. Children should have regular opportunities to read aloud to teachers and peers. Teachers can then monitor mastery of sight vocabulary, application of phonics, development of fluency and expression, knowledge of the structure of language, word meanings and audience awareness.

If pupils are below their age-related expectation, interventions are put in place and additional learning support is provided. These are carefully targeted to support children’s learning.