

How do we teach reading in Key Stage 1?

We use a structured systematic approach to teaching Phonics which begins in Reception Class. Children begin by learning sets of lower case letters by 'sound' and build on this until they are confident to use all representations of sounds outlined in the 'Letters and Sounds' scheme produced by the Department for Education. Children participate in a 20 minute Phonics session daily. This can be as part of a whole class or in some circumstances as part of a small group.

We also teach the 'Tricky Words' identified in the 'Letters and Sounds Scheme' and High Frequency Words, that are not decodable using phonics, alongside reading books and separately on flashcards and in lists.

The main Reading Schemes that we use are Collins Big Cat Phonics and Oxford Reading Tree. These are supplemented by a broader range of books which are organised into coloured levels based on a national book banding system.

Children in Reception Class are heard read individually, at least twice a week by the teacher or teaching assistant in the class. In the Summer term of their Reception Year they begin to read as part of a small group, as and when they are ready for this experience. If they are confident with their reading, the children will take a new book home twice a week to practise.

Children in Years 1 and 2 read with their teacher and/ or a teaching assistant in a group (according to ability) at least once in a week. There is a specific focus for the group reading in this session which is appropriate to the level at which the children are reading. This is followed up with an activity based upon the book that they have read with their group. With the guidance of their teacher, the children select two reading books to take home from the supplementary selection of books within the appropriate coloured level. Children and/or parents may request additional books to take home throughout the week.

Teachers carry out ongoing assessments and use this to ensure that the children are reading books of an appropriate level and that learning focuses for reading sessions are appropriate for the children to progress well in reading.