**Much Birch Church of England Primary School**

We will flourish and reach our God-given potential.

*I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit.* John 15:5

## Foundation/Key Stage 1

Early Reading approaches / Phonics

Children learn that the letters they see represent the sounds in spoken words. In phonics they are taught the letter sounds and names, eventually learning how to sound out and blend (put together) the sounds to 'read' unfamiliar words. This happens at Much Birch through specific phonics teaching in Reception and Year 1 using the Read Write Inc scheme (also known as RWI). This is a recognised and successful phonic scheme. This will also be developed through their reading books which are consistent with their developing phonics skills. The children will also learn a variety of other key words by sight.

At the same time, the children will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. This happens through individual and class reading lessons and whole class story time.

Children read individually, in small groups and as a whole class. A variety of different genres are chosen at an appropriate level of ability for each group of children. As well as being able to read the text, children are encouraged to discuss the content of the book, and their opinions about people, places and events are sought. More confident readers will be asked about the varied themes of different texts.

Our core reading scheme is The Oxford Reading Tree. We supplement this with a huge variety of other literature. Teachers use these resources when they feel it will work well with a learning theme or topic.

Picture books

Picture books are the building blocks for understanding story sequencing and structure. They help children create their own sentences and use their own vocabulary to explain what they see. Children learn to navigate books – understanding how to hold them, look at them from left to right and follow the pages in order.

Early reading books may involve simple sentences alongside pictures. The story will be linked to the pictures which help them as their word reading develops.

Starting with these books allow children to discuss and re-tell stories and build their story-telling skills and confidence. This is an enjoyable activity for children especially when shared with someone else. Story time / story-telling can be inspiring and help their imagination too – children will start to see the fun in reading and this in turn will foster a love of books / stories which will help their English skills no end as they move through Much Birch.

Reading skills KS1

Children begin to learn in KS1 that reading has a purpose and the words they read have a story, a meaning and can be read in different ways using expression. They are taught to check that the word they have decoded and read fits in with the rest of the sentence. This is called contextualisation. Words and sentences fit in with the context of the story or topic they are learning about. New words are introduced at this stage and eventually, children have the skills to work out from the context any unfamiliar or unknown words.

Children are also taught to seek meaning in what they read. To understand what they are reading children often have to use inference. To infer is to look for the literal but sometimes hidden themes in their book. Children are taught to look for clues in their books and add these to what they already know. Eventually they will learn to back up their inferences using evidence from the story so that they can understand it and ensure it makes sense. Inference is like the skills of predicting and anticipating, it is about making clever guesses based on what you have read so far. Exciting books require a lot of inference and when children master this skill, and are doing it independently then they are truly reading for pleasure.

**Key Stage 2**

Through independent reading, whole class reading in English lessons and cross-curricular sessions, guided reading groups and reading for pleasure; reading in Key Stage 2 develops and extends the skills acquired in Key Stage 1.

Children explore a wide variety of genres, both fiction and non-fiction which allows them to access, input ideas and understand what they are reading. They are given opportunities to speculate on the tone and purpose of texts they explore as well as to consider both the themes and audience.

Over the last three years our children have reached or exceeded the required reading standard by the end of their primary education. We pride ourselves at Much Birch on promoting reading as an essential tool for life but also an amazing extra-curricular activity which can let your imagination run wild and whisk you away to faraway lands or magical realms.