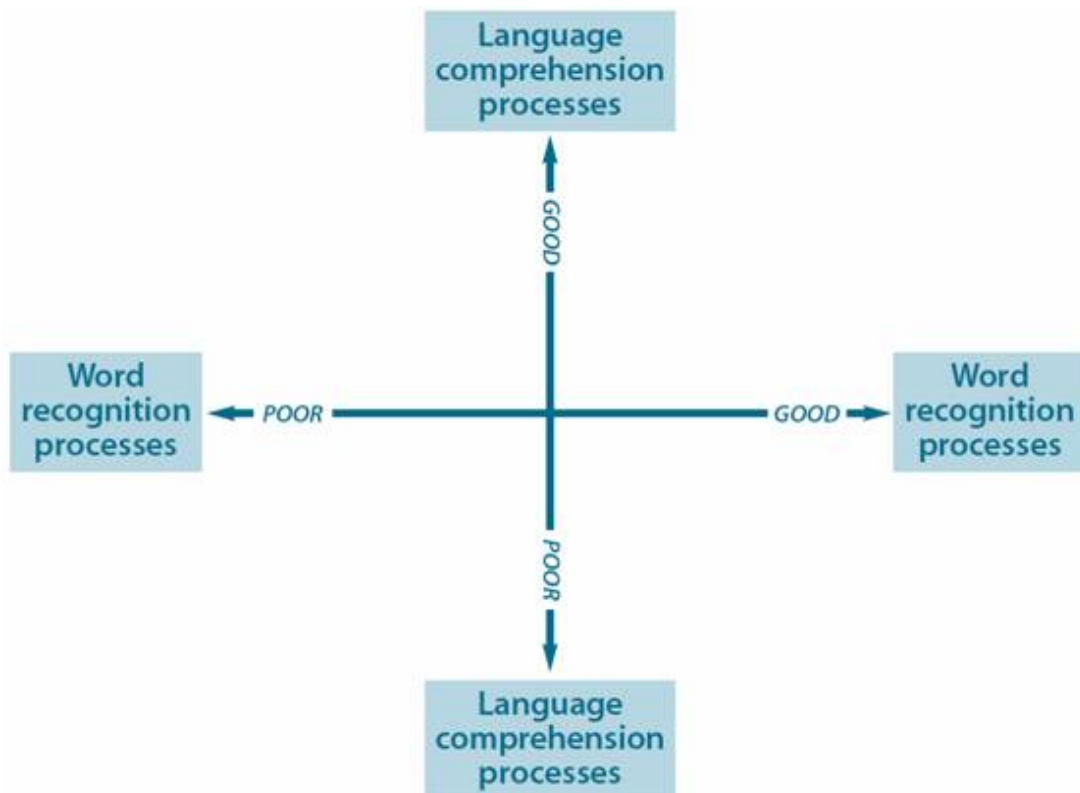


**When a child learns to read two cognitive processes are employed:**



These are both necessary, but neither is enough on its own. Learning to read needs attention to both dimensions: word recognition and comprehension. It is important to remember that comprehension is about understanding spoken *and* written language.

Learning to read involves the development of the following skills:

Word Recognition Processes	Language Comprehension
<ul style="list-style-type: none"> <li>• Distinguishing words from pictures</li> <li>• Correct orientation of the book.</li> <li>• One to one correspondence</li> <li>• <b>Phonic</b> - Decoding words through blending sounds</li> <li>• <b>Graphic</b> – decoding words by visual recognition</li> <li>• Learning <b>high frequency words</b></li> <li>• <b>Syntactic</b> - decoding the word through its position in the sentence</li> <li>• <b>Contextual</b> – decoding the word from the understanding of the text.</li> <li>• <b>Skimming</b> – to locate a word or phrase in the text</li> <li>• <b>Scanning</b> – to make sense of a piece of text without reading in detail.</li> </ul>	<ul style="list-style-type: none"> <li>• To articulate a <b>response</b> to text.</li> <li>• To give an <b>opinion</b> based on the text.</li> <li>• Demonstrate an understanding of the main points through commenting on;               <ol style="list-style-type: none"> <li>1. <b>Authorial intent</b></li> <li>2. <b>Author’s choice of language</b></li> </ol> </li> <li>• To use <b>inference</b> to elicit meaning</li> <li>• To <b>deduce</b> from the evidence the main points of the text.</li> <li>• Make <b>references</b> to the text to show that the understanding is rooted in the text.</li> </ul>

We use the term ‘text’ when referring to a range of sources; **written, spoken and visual**.

There are many opportunities for the pupils to experience reading throughout the school day. We will encourage the children to develop the cognitive processes of reading whenever they are engaged in reading.

**Pupils will experience the following:**

### **Systematic Synthetic Phonics**

From the earliest opportunity children are taught to blend phonemes and recognise graphemes so they can decode unfamiliar words with ease. This will follow the six phase progression as set out in the Letters and Sounds document. They will learn the tricky words that cannot be phonetically decoded and we will encourage children to learn to read words on sight in order to develop fluency and accuracy.

Pupils in Foundation Stage 2 will take part in a daily 15 minute phonics session. This will be whole class. In addition to this children will experience a further phonics group that will be pitched to their ability. This will occur twice a week.

Pupils in Key Stage 1 will be part of a daily phonics session. This will be about 15 minutes in length and will follow the six phases of progression as set out in the Letters and Sounds document. Where progress is deemed unsatisfactory, children are placed in intervention groups to ensure that they are reaching age related expectation.

Key Stage 2 pupils who have not reached the end of phase 6 by completion of Y2 will be given additional phonic sessions to accelerate their learning to age related expectations.

### **Guided Reading**

Every pupil, from the earliest opportunity, will be involved in a guided reading group once a week. The pupils will be organised into ability groups so that the text can be accessed by the whole group at the same level. The main purpose of the guided reading session is to excite children about literature and promote a love of reading. The guided reading session develops language comprehension but can employ the word recognition strategies in order to access the text.

Teachers will assess the pupils' reading ability. Teachers will use this knowledge to target appropriately and regularly, ensuring pupils make good progress over time. Running records will be used to support this process.

### **Shared Reading**

Shared Reading takes place when the teacher or teaching assistant reads a text with the class / group. Through targeted questioning the teacher or teaching assistant can involve the whole group and develop both word recognition and language comprehension.

Shared reading often happens at the beginning of a Literacy session but can be used throughout the day

### **Individual Reading**

A child reading individually to an adult is an excellent way to develop accuracy, fluency and confidence as a reader. As pupils become more confident, and their reading ability develops the need for individual practise decreases.

### **Reading Aloud**

It is vital that children hear adults read. We are the role models for reading and we can help pupils develop their fluency and expression. We need to encourage children to read by showing our own love for reading and to give our opinions on texts. We can expand the pupils reading repertoire and through reading aloud we can encourage pupils to read a range of texts.

### **Reading Areas**

We give the highest priority to reading. We provide stimulating and attractive reading areas in every classroom and aim to provide quality books that our pupils want to read.

### **Reading at Home**

We recognise the importance of children reading at home with parents, grandparents, siblings etc. We encourage pupils to do so and develop effective home school liaison to monitor that this is happening. If children are not reading at home, we speak to parents / carers to try to encourage this and give strategies that might help.

### **Library**

As well as developing the use of our school library we actively encourage the use of the community library. We provide a rolling programme of visiting the library in order to encourage life-long skills for learning.