



## How we teach reading at Hampton Infant and Nursery

### Reading and Phonics

Teaching children to read is of paramount importance at Hampton Infant School and Nursery. We believe reading is a life enhancing skill that is the entitlement of every child. We offer a balanced and creative, yet systematic, approach to the teaching of reading throughout the school; one which provides children with a teaching and application of phonics, alongside a focus on exploring comprehension, meaning and reading for enjoyment. We encourage children to love books, to love reading, to love finding out information and to love sharing stories together.

At Hampton Infant School and Nursery we start to teach reading in Nursery – this involves handling books, sharing stories, talking about books, storytelling including books on our displays, labelling areas and objects in the classroom and basic phonic recognition. Children are also encouraged to borrow books for story sharing sessions at home.

These approaches are continued into Reception, with children also progressing onto daily phonics lessons at the start of the autumn term, where they are taught using a systematic, synthetic phonic approach as the prime strategy to develop word recognition. This high quality phonics teaching is continued throughout the school, with children being taught in a clear, carefully planned approach in order to ensure they have very targeted and appropriate support and challenge at all times. The expectation is that they will have secured word recognition skills and be fluent readers, with good comprehension, by the end of KS1.

### Phonics

At Hampton Infant School and Nursery, we follow the systematic phonics scheme **Sounds~Write** to teach phonics from EYFS to Year 2. Phonics is a method of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. We chose Sounds~Write because of its rigorous approach. It also adheres to DFE and OFSTED guidance that states:

*Schools should be determined that every pupil will learn to read, prioritising reading as a foundation for future learning, and enabling children to access the rest of the curriculum and avoid falling behind.*

*A sequential approach to the reading curriculum is expected; the sequence of reading books should demonstrate a cumulative progression in phonics knowledge, matched closely to your school's phonics programme, followed by ongoing reading progress.*

### About Sounds-Write

Sounds-Write is a quality first phonics programme. Its purpose is to provide a scheme to teach reading, spelling and writing. We introduce Sounds~Write in the EYFS and it continues through to year 2.



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The code (phonic sounds) is taught throughout EYFS and Key Stage 1. It provides fast and effective teaching for children at all levels.

### **Sounds-Write teaches children that:**

- Letters are symbols (spellings) that represent sounds.
- Each sound may be represented (spelled) by a 1, 2, 3 or 4-letter spelling.
- The same sound can be spelled in more than one way (**goat, slow, note, toe, over**).
- Many spellings represent more than one sound (ea in **read** and **bread**).

### **The following skills are taught throughout the Sounds-Write program:**

- Blending – the ability to push sounds together to build words (c-a-t = cat)
- Segmenting– the ability to pull apart the individual sounds in words (pig = p-i-g)
- Phoneme manipulation – the ability to insert sounds into words and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound.

It is important to note that speed and accuracy need to be achieved for all three of the above skills in order for them to become automatic.

**In Nursery and Reception** the children will be following systematic phonics teaching, the children will be learning the **Initial Code**.

From **Year 1 and Year 2** the children will continue following the systematic phonics teaching but will work through the **Extended Code** – looking at '*same sounds different spelling*' and '*same spelling different sounds*' this will be when the children learn how to read and spell words using a variety of different alphabet code.

### **Reading at Home**

Children from Reception to Year 2 will take home a reading book matched to the phonic code that they have previously been taught. They will be able to read this book independently using their segmenting and blending skills. This may be a book the children have previously read. This is vital for repeat reading and confidence in reading.

### **Borrow a book: A reading for pleasure choice for Nursery to Year 2**

Children choose a book to take home and share with an adult as either a shared reading experience or a bedtime story.

At all stages teachers plan a series of reading activities for pupils to complete to enable them to read and comprehend a range of different texts. Children are also offered individual reading sessions with staff on a weekly basis.



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We offer a range of structured reading interventions for those children who require further support and assistance in any area of reading.

These include:

Catch up Literacy – 1:1 support to improve sight reading, fluency and spelling.

Beanstalk Readers – 1:1 support to improve comprehension and foster a love of reading.

Precision Reading – 1:1 support to improve sight reading of high-frequency words

Phonics over-learning – small group support to improve recall of phonics

High-frequency words over-learning - small group support to improve recall of high frequency words.

The school is committed to investing in reading materials. The school has recently invested in new reading books. The children can also access Oxford reading buddy – online reading scheme at home. These books are all levelled, allowing teachers to gradually increase the challenge offered to children, whilst maintaining the correct level of support to allow each child a sense of achievement and aid their reading comprehension.

ICT equipment has been recently updated to include I-PADs and Chromebooks, which now allow children to access electronic reading materials in all curriculum subjects. We think it is important that the school environment reflects a positive attitude to reading and children are given lots of opportunities to apply their reading across the curriculum, both within the indoor and outdoor learning environments. Each class has a reading area where children can select books, listen to stories and talk about the books they enjoy reading. The children develop a love of reading and experience a range of books and different authors.

Parental involvement in reading is encouraged through home-school reading diaries aiding two-way communication. We hold a variety of reading workshops over the year to share information about the development steps of early reading and how reading skills are taught in school and ways in which they can be supported at home.