



**Edna G Olds Academy**

A L.E.A.D. Academy

## **Reading at Edna G. Olds Academy**

At Edna G Olds Academy, we believe that reading is an essential life skill and we encourage all children to become resilient, enthusiastic readers. It is our intent to provide pupils with a high quality education in reading so that children are able to read fluently, with confidence. We strive to ensure that all children become independent, lifelong readers, to view reading as an enjoyable activity and develop a love of literature. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children can develop knowledge of themselves and the world they live in.

### **Phonics**

Phonics is a way of teaching children to read and write by blending and segmenting individual sounds. Every letter or combination of letters makes a particular sound. At Edna G Olds Academy, we follow the Oxford University Press, Essential Letters and Sounds (ELS) programme and have adapted this to suit our children's learning needs. This scheme is validated by the Department for Education.

At Edna G. Olds Academy, our teachers' use the ELS scheme to teach children to read using a systematic synthetic phonics approach. It forms part of our learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers. Through the ELS program, our children are taught to:

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately

Children throughout EYFS and Key stage 1 take part in daily phonics sessions. They are split into phases (from Phase 1 to Phase 6). This means they are grouped in terms of ability, so groups may have EYFS, Year 1 and Year 2 children in, according to need. There is a daily 30 minute session of phonics every morning. These sessions focus on key reading skills such as decoding to read words and segmenting the sounds in a given word to spell. During phonics lessons we also teach children to read and write 'Harder-to-read-and-spell' (HRS) words. Children in Reception and KS1 also read decodable books linked to their phonics learning each week.



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Every member of staff in EYFS, Year 1 and 2 has a group of children in a particular phase. The children are put into phases at the start of EYFS. These groups are fluid - staff regularly assess (half termly) and discuss children's progress and children are moved up or down phases as needed. Children achieving below age-related expectations receive targeted extra support in intervention groups.

## **Phonics sessions follow this format:**

1. Revisit of letters / high frequency words / harder to spell words (cards used)
2. Teach: Introduction of today's focus (e.g. specific letter / sound)
3. Practise: Reading of words involving today's focus as a group. Words are shown on cards or written on IWB, then sounded out using sound buttons.
4. Apply: Today's learning is applied through writing. First the word is 'chopped up', for example with 'robot arms', then all children write it. Workbooks and pencils are used. The children then write the word within a given sentence. Each Friday the children consolidate their learning throughout the week through reading a decodable book linked to their phonics learning.

The above format can vary slightly depending on the phase (for example, phase 1 involves listening walks and musical instruments).

Every child has access to decodable phonics books at home that consolidate their learning from their phonics teaching during the week.

In the summer term of Year 1, the children complete a statutory phonics screening check. This is a short assessment introduced by the Government for the first time in 2012 to confirm whether individual pupils are able to decode phonetically to an appropriate standard. A child's phonics screening score is used, along with continual teacher assessment, to plan the level of teaching and intervention provided in Year 2.

## **KS2 Phonics**

Children's phonics knowledge is continually monitored throughout Key Stage 2. Those children who require further support with phonic knowledge receive this via intervention groups as well as access to the daily phonics teaching with EYFS and KS1.



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## Spellings

KS2 follow whole school spelling planning. There are two discrete spelling lessons taught every week. The children are tested on the week's spelling pattern once a week.

In KS1, spellings are taught through daily phonics sessions.

## Guided Reading Y1-Y6

Reading lessons take place daily in each year group. In these 30-minute sessions, a high quality text is used to explicitly teach and model different reading skills. The class is split into 5 groups, using the carousel method of teaching to complete different activities. This style of teaching ensures that teachers can listen to children read and immediately assess and address misconceptions.

## KS2

Activity
<b>Guided reading session with teacher</b> The children read a high quality text, led by the class teacher, to answer questions linked to the reading domain of the week. At the end of the session the class teacher comments in the reading diary and gives a clear target to work on going forward.
<b>Developing vocabulary understanding</b> Pupils use a CGP text and identify words that they do not understand. Children work collaboratively, using resources to develop a deeper understanding of new words.
<b>News/Current Affairs</b> Children have an opportunity to debate current issues. This enhances their ability and passion for critical debate and questioning.
<b>Comprehension</b> Children use a high quality text to answer a range of questions linked to the different reading domains.



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## **1:1 Reading**

TA works 1:1 to hear each child read to support fluency, comprehension and vocabulary.

## **KS1**

### Activity

#### **Guided reading session with teacher**

The children read a high quality text, led by the class teacher, to answer questions linked to the reading domain of the week.

At the end of the session the class teacher comments in the reading diary and gives a clear target to work on going forward.

#### **Comprehension**

Children use a high quality text to answer a range of questions linked to the different reading domains.

#### **Audio story**

Children listen to a story on Reading Eggs and answer 5-10 questions focused on retrieval and sequencing.

#### **Paired reading**

Children read to each other during the lesson. They can choose from a topic book, decodable book, banded book or a book from home.

#### **1:1 Reading**

TA works 1:1 to hear each child read to support fluency. Children are encouraged to apply their phonics knowledge and develop their comprehension skills.



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### **Celebration**

During our weekly assemblies, the children's reading efforts and achievements are celebrated.

### **Class novels**

Children have the opportunity to choose their class novels based on recommendations from their class teacher. This motivates all children to take ownership of their own reading. The class novel is read aloud by the class teacher every afternoon, giving pupils access to high quality literature and vocabulary.

### **Home reading**

Our expectation is that all children read daily. Every pupil has the opportunity to select a book from the class or school library to take home and read with an adult. This is monitored, daily, using their reading diary.

### **Reading buddy scheme**

At Edna G Olds Academy, we have a reading buddy scheme led by pupils from Year 6. This program benefits both older and younger pupils in school. It helps model good reading and promotes an enjoyment of reading from an early age.

### **Book reviews**

All pupils are encouraged to take part presenting their favourite book. This is an opportunity for children to talk with each other about the book they are currently reading. This promotes enthusiasm, pleasure for reading and expands pupil's knowledge of fiction and non-fiction literature.

### **Reading eggs**

To support children with phonics and reading, we use 'Reading Eggs' as an online, interactive and fun learning platform that allows children to engage with a range of lessons and activities to support fluency and comprehension.



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**Lunchtime**

Children have an opportunity to read during lunchtime, accessing a range of genres and authors.