



John Wilkinson Nursery and Primary School

Reading Curriculum Statement

Learning to read is one of the most important things your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading - and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read.

We teach phonics in EYFS and KS1 following the sequence of sounds set out in 'Letters and Sounds'. To begin with, we encourage children to listen out for sounds in the environment and experiment with a range of sounds using their whole body. We believe phonics should be fun, so teach the sounds using the catchy 'Jolly Phonics' actions and songs and Fast Phonics First.

In daily phonics sessions children learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. The children also practise reading (and spelling) tricky common exception words, such as 'once,' 'have,' 'said' and 'where'.

Once children can blend these sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know in whole class, guided groups and individual reading sessions.

We are fortunate to have a wide range of phonically decodable reading books that children take home to consolidate these skills. These are organised into coloured book bands and these bands are broken down further to match the phases of phonics in Letters and Sounds. Teachers make use of ongoing assessments to carefully match these to children's growing phonics and reading skills and ensure children progress through the bands.

Once children have a secure grasp of phonics they will begin to read a wider range of texts and will be encouraged to make choices from a range of recommended reads linked to reading ages and interest levels from class collections and the school library.

Sometimes children may need more opportunities to secure phonics skills and we use Rapid Phonics and Rapid Readers to support children in KS2 as required.



Reading Information Guide for Parents and Carers

When children start the reading scheme at John Wilkinson School, the reading books they take home will be banded with a coloured sticker. The book banding in our school has been designed to assist teachers to audit and organise books of a suitable level for your child and match reading books to phonic phases.

We use a wide range of phonically decodable reading books and this information sheet will help to explain the system and how it operates:

- We have colour- banded books divided into broad categories of reading ability. These have been broken down further to accurately match the phonic phases of Letters and Sounds.
- By colour banding our books we have been able to put a bigger variety of different scheme books in one level and this will provide the pupils with a greater choice of text and genre.
- Banding allows the children to be able to choose books for themselves but still within an appropriate level for their ability.
- Non- fiction texts have been incorporated into the reading scheme from the start. Some children prefer these texts to stories. While some non- fiction appears simpler than others, it is the structure of the text that can be more challenging for some children
- Once children have demonstrated their ability to use all of the phonic strategies they have learned and are reading with confidence and fluency, they move away from the phonically decodable scheme books. They are encouraged to select their reading materials from class and school libraries and are supported to select suitable texts by teachers.

Teachers regularly assess pupil's reading and they will move the children on to the next level when they feel it is appropriate. It is important to understand that there are many strategies we look out for when assessing children's reading progress, such as expression, comprehension and inference, not just their ability to decode the words.

Teachers regularly read to the children, too, so the children get to know and love all sorts of stories, poetry and information books. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. To support this, we actively encourage children to take home 'real books' from the class collection or the library that may be of a higher level than they can read on their own. We want children to experience books about all sorts of topics and have the opportunity to share these with parents and families at home.