

# How We Teach Reading at Great Rollright in Reception and KS1

Learning to read is the most important thing 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 put our efforts into making sure they develop a love of books as well as simply learning to read.

## **The Read Write Inc Phonics programme**

### **How and what do children learn?**

Read Write Inc. (RWInc.) is a consistent, rigorous and dynamic phonics programme designed to teach every child to read by the age of six. Using synthetic phonics, children quickly learn to blend letter sounds together following a fun and effective programme. The RWInc. Programme has proven to be a very successful method of teaching every child to read and write using phonics. Evidence of this can be found in the Ofsted Report: <https://www.gov.uk/government/publications/reading-by-six-how-the-best-schools-do-it>

### **How will my child be taught to read?**

As soon as your child is settled into the class, we carry out a pre-phonics assessment to assess their prior knowledge of letter sounds. After this, we begin the Read Write Inc. sessions.

We start by teaching phonics to the children in the Reception class. This means that they 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. We teach the children simple ways of remembering these sounds and letters. Ask them to show you what these are. We usually learn a new sound each day and add in extra support and time daily to those children who need additional practise.

The children also practise reading (and spelling) what we call 'tricky words', such as 'once,' 'have,' 'said' and 'where'. The children practise their reading with books that match the phonics and the 'tricky words' they know. They start thinking that they can read and this does wonders for their confidence. We aim to do this every day.

After all Set One sounds have been introduced, the children are assessed again and the children are organised into appropriate teaching groups.

The teachers read to the children every day as we feel that this is hugely important too. The children then get to know all sorts of stories, poetry and information books. We choose books to enhance all areas of the curriculum. Book Talk is a very important part of the experience. Our current topic books are always accessible to the children so that they can browse, share and enjoy them together. They learn many more words this way and it also helps their writing.

In the Meadow class, later in the term, the class leader for each day is allowed to choose two books which the children then vote for. This introduces the concept of democracy and encourages children to discuss their preferences and interests.

### **How will I know how well my child is doing?**

We will always let you know how well your child is doing. Every child has a reading record

which we use to communicate with parents. We carry out regular assessments through the RWI programme to check that they are in the 'best-fit' group for learning and advancement. We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

### **How long will it take to learn to read well?**

By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age. Reading in school is now usually as part of a group in guided RWI sessions. The class teacher, or teaching assistant, will also aim to read individually with your child once per week, and more often if necessary.

### **How do I know the teaching will be good?**

All the staff have been trained to teach reading in the way we do it in this school. We believe that it is very important that all the teachers and teaching assistants work in the same way. Senior teachers watch other teachers teaching to make sure that the children are learning in the way we want them to learn. If you are worried about the teaching or you have any questions, please come to school and talk to us.

### **What can I do to help? Is there anything that I shouldn't do?**

In the beginning of their time in Reception, the children will choose a picture or non-fiction book that they have chosen from the classroom for you to read with them. When your child is ready, they will also bring a book home to read to you. This will have been carefully matched to your child's reading ability. We aim to change the books that they share with you at least twice per week. The children are also invited to bring in a range of fiction and nonfiction books from home that they love to read.

In KS1, your child will bring different sorts of books home from school and we aim to change the books that they share with you at least twice a week. It helps if you know whether this is a book that your child can read on their own or whether this is a book that you should read to them. The teacher will have explained which is which. Please trust your child's teacher provide the book(s) that will help your child the most, as the books are sequenced carefully to gradually build understanding. Children are also invited to bring in stories from home that they love to read.

Help your child to sound out the letters in words and then to 'push' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds. You can hear how to say the sounds correctly at this link:

<http://www.ruthmiskintraining.com/teacher-support/61/index.html>

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story.

We know parents and carers are very busy people, but we know it is hugely important for you to read to your child as much as possible as it helps him or her to learn about books and stories. They also learn new words and what they mean. We encourage you to share the responses your children make to hearing stories through the reading record book they have. Show that you are interested in reading yourself and talk about reading as a family. You can find out about good stories to read to your child here:

<https://www.facebook.com/miskin.education>

### **Does it matter if my child misses a lesson or two?**

It matters a lot if your child misses school. The way we teach children to read is very well organised, so even one missed lesson means that your child has not learnt something that they need to know to be a good reader.

### **What if he or she finds it difficult to learn to read?**

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, we will talk to you about this. Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'. At our meeting, we will explain how you can help your child to do this.

### **What if my child turns out to be dyslexic?**

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.

### **My child has difficulty pronouncing some sounds. Will this stop them learning to read through phonics?**

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "tttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth when you say the sound. Whatever you do, do not make your child feel a failure. They can easily learn to read, even if they find one or two sounds difficult to say.