

READING AT BEARDALL FIELDS





HOW WE TEACH READING



BEARDALL FIELDS PRIMARY AND NURSERY SCHOOL



At Beardall Fields, we believe every child is a reader!

Learning to read is one of the most important things children will learn to do.

We want our children to love reading, and 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



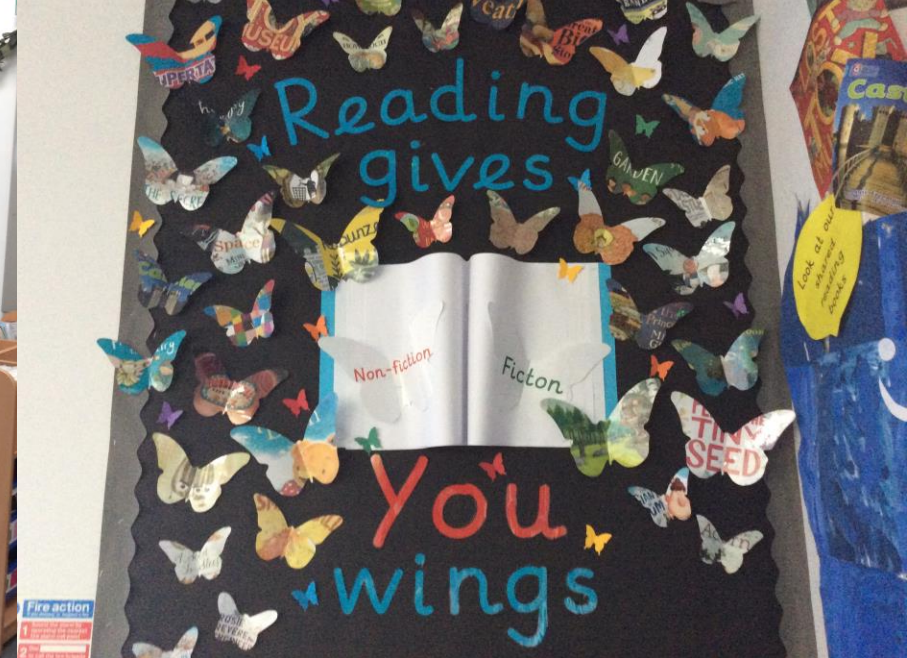
Reading for Enjoyment

We recognise that learning to read is not just a means to an end; children need to develop a love of reading as an escape, a way of learning about their world, to develop their own interests and to enrich their lives. If children enjoy reading, they read more frequently and become better readers. We aim to provide children with memorable and positive reading experiences from a wide and diverse range of authors.

We celebrate World Book Day each year; invite story tellers/authors into school and many other ideas, which aim to promote a love of books and reading. We want all our children to be skilled readers of a wide range of text types including fiction, non-fiction, electronic and paper texts.

Our classrooms and shared areas across school showcase reading. Each classroom has engaging, interactive book areas where children can enjoy reading.





READING ACROSS THE CURRICULUM

- **Children are encouraged to read in all subjects, at every opportunity. With high-quality texts, which support the learning within the classroom, we aim to immerse the children in texts, which excite and enthuse their learning and support them in becoming motivated and independent readers.**
- **We provide books, which our children can relate to, as well as having the opportunity to explore other lives, worlds and perspectives. The books we choose reflect the diversity of our world and make children aware of the wider world.**



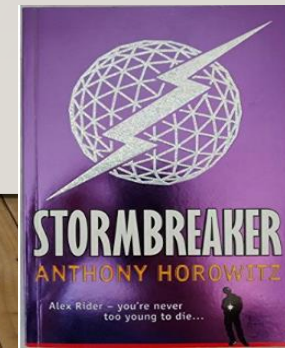
Reading to the children



Adults in all classes 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 their understanding of what they have read or heard, as well as supporting their writing.



Reading a book aloud creates a fantastic shared experience, giving children access to texts that they may not be able to read themselves and introducing them to new authors, adventures and worlds.



THE FIRST STEPS...

We know that children first learn to identify the sounds all-through-the-spoken-word. Then selecting the correct letters and letter groups, which are code for the sounds.

In Nursery, our children focus on sound discrimination within the environment.

The children also explore a 'code of the week' - linking to objects and new vocabulary starting with that code ie 'o' 'octopus'

Children take home library books to share with parents/carers and foster a love of reading.

Vocabulary to support the topics and areas is displayed throughout the learning environment for reference and teaching – including a word wall.

High quality texts are used to support topics and immerse children in reading.

Daily stories are read to the children to support reading skills such as handling a book correctly, turning pages etc as well as promoting language and discussion.



Using phonics to read

Our children are taught to read by breaking down words into 'codes', and then they are taught how to blend these 'codes' together to read the whole word.

Children learn how to recognise what the code looks like written down e.g. **ch** in **ch**op, **ay** in pl**ay**



The focus is on learning to 'break the code'. Our children practise blending the codes together to read words, embedding these codes in words and sentences.

Our early colour banded books up to and including turquoise, are fully decodable.



NO-NONSENSE PHONICS SCHEME



- We introduced a brand-new scheme in September 2021 entitled No-Nonsense Phonics. The children receive whole class phonics teaching daily in Reception, Y1 and Y2, with specific intervention phonic groups running within Key Stage 2.
- The phonics programme ensures all children access whole class high-quality phonics teaching. The pace and high expectations of the programme, means children are appropriately challenged, with continuous opportunities to practise and embed phonics and early reading skills.
- The programme follows a teaching and learning cycle across 11 books.
- The scheme provides a consistent structured approach across EYFS and KS1, which is easy to follow and embed within the classroom. The quantity and range of words the children are exposed to, means children are reading a range of rich vocabulary, which they then practise and embed within their writing.

ADDITIONAL SUPPORT OUR READING INTERVENTIONS...

- Children who are identified as needing additional support or catch up sessions, do so with trained staff 4 days per week. These sessions follow a whole school intervention approach.
- The specific/targeted interventions are individualised and match the needs of the child, supported by reading practise. The books the children read, match the codes the children are revisiting.
- We provide training/coaching for staff to ensure consistency.



Whole class reading

Within school, all children from Y1 to Y6 read daily through whole class shared reading. Children read and explore high quality text, linked to the curriculum, embedding knowledge, developing key reading skills and fluency, as well as taking part in discussion, sharing ideas, making predictions and exploring new vocabulary.

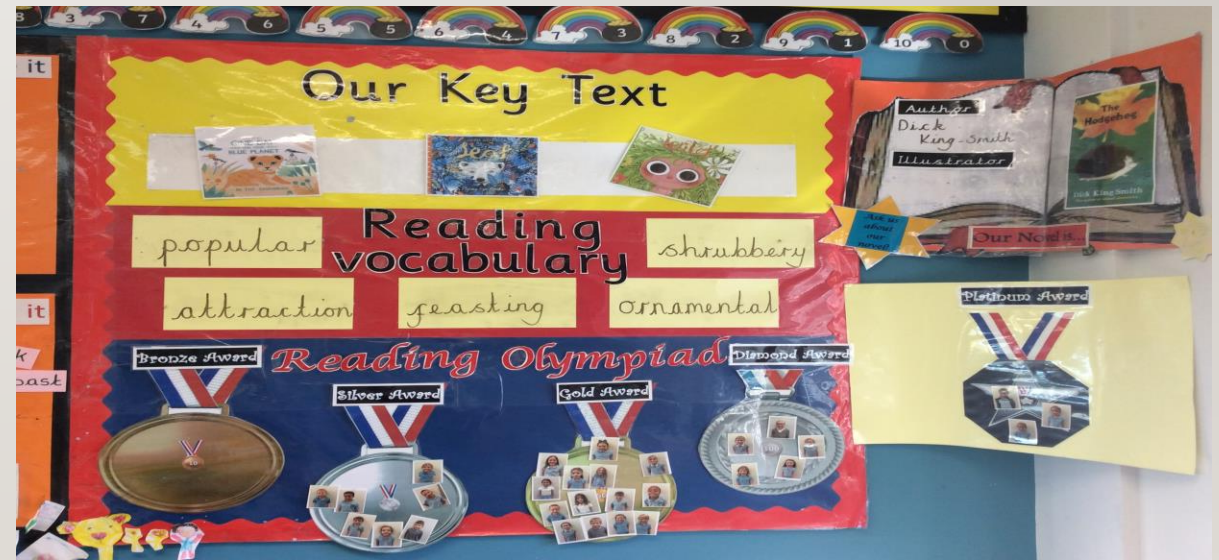
Children in Y2-Y6 carry out associated 'reading journal' work, which allows the children to explore the texts in more detail through question and answer, character exploration, word meaning and much more.



CELEBRATING READING

OLYMPIAD

- Reading Olympiad is a whole school initiative aimed to drive enjoyment and encourage children to read widely. Each child is given an Olympiad booklet which contains details of the initiative and how children can earn points and receive awards. Within each booklet, each year group has a list of recommended books/book titles aimed to challenge and extend children's reading experiences. Rewards and achievements are celebrated in assembly each week and referenced within all classrooms.



OFSTED SAID.....



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- Leaders want all pupils to enjoy reading. They love the books that bring their interesting topics to life.
 - Many pupils read with interest and expression.
 - Leaders ensure that reading is a priority. Leaders want classrooms to 'sing reading'.
 - Pupils enjoy favourite books.
 - There are appealing book corners in every classroom.
 - Teachers use interesting books to support topics and discussions.
 - Leaders have reviewed the school's approach to early reading. They have introduced a new phonics programme to make sure that more pupils are ready for Year 3. Leaders provided training, so teachers have quickly raised expectations. This is helping more pupils to be confident readers.
 - Teachers know which pupils need extra help to keep up.
 - From the very start, leaders make sure that Nursery and Reception children extend their vocabulary. Adults help them to use new words in all tasks.