



Scotts Primary School



Reading

Reading at Scotts

Teaching our children not only to become proficient readers, but to develop a love of reading is of vital importance at Scotts Primary School. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

Letters and Sounds

At Scotts, we teach our children to read using a systematic synthetic phonics approach. We use the Letters and Sounds Programme, which the children begin upon arrival in Reception. The progression through the Letters and Sounds Programme may be summarised as follows:

Phase	Phonic Knowledge and Skills
<i>Phase 1</i>	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase 2</i>	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase 3</i>	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase 4</i>	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase 5</i>	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase 6</i>	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Guided Reading

Guided Reading takes place daily in all year groups. In Reception, the children begin this routine in the spring term. Guided Reading is a quiet time across the school where children have the opportunity to read twice a week in a guided group with their Teacher and their Teaching Assistant. During this time, the children may also take part in other reading, spelling, punctuation or grammar activities. Teaching staff note in children's Reading Records when they have read with them in a Guided Reading session, and maintain ongoing assessment records of the children's reading progress.

Individual Reading

Throughout Reception and Key Stage 1, children read on a one-to-one basis with an adult once a week. Where children are not meeting national expectations for their age group, this may be more frequent. In Key Stage 2, children read individually to an adult once a fortnight.

Reading Books

When the children begin school in Reception, they begin by "reading" picture books, and then progress on to books with words at their teacher's discretion. Teachers assess when children are ready to move on to the next reading level and so this continues through the rest of the school. Reading books at Scotts are banded as follows:



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Colour	Age range in years (approximate)
Blue	7 - 7.5
White	7.5 - 8
Purple	8.8.5
Red	8.5 - 9
Green	9 - 10
Light blue	10 - 11
Yellow	11+
Non-banded	At the teacher's discretion

Children may choose non-banded books, including books from the main library, if this is more appropriate, and at their teacher's discretion. Reading books are changed as frequently as needed. Children are not expected to read every book on a given level before they can move up to the next level. A record is kept of the books the children read.

Word Wallets

In Reception the children will be given a Word Wallet in which they will bring home key words and sounds to practise. This is checked regularly by an adult at school, and continues into Year 1 and Year 2 as needed, according to the teacher's assessment.