



Ashcroft Infant and Nursery School

Providing the best start in life for all children



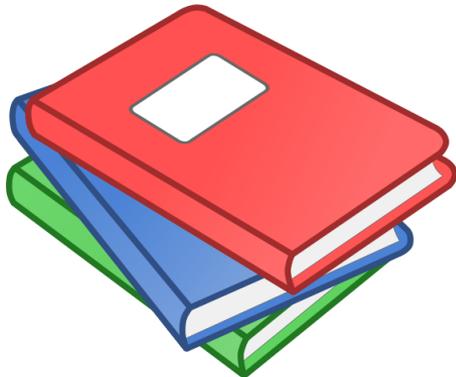
Reading and Phonics Statement

At Ashcroft we believe that reading is a skill which is taught through planned, systematic phonics lessons which lead to the enjoyment of all kinds of books, the appreciation of different genres and the ability to access information independently. We hope that children will learn to read with confidence, fluency and understanding to prepare them for a lifelong enjoyment of reading.



Our aims for reading are;

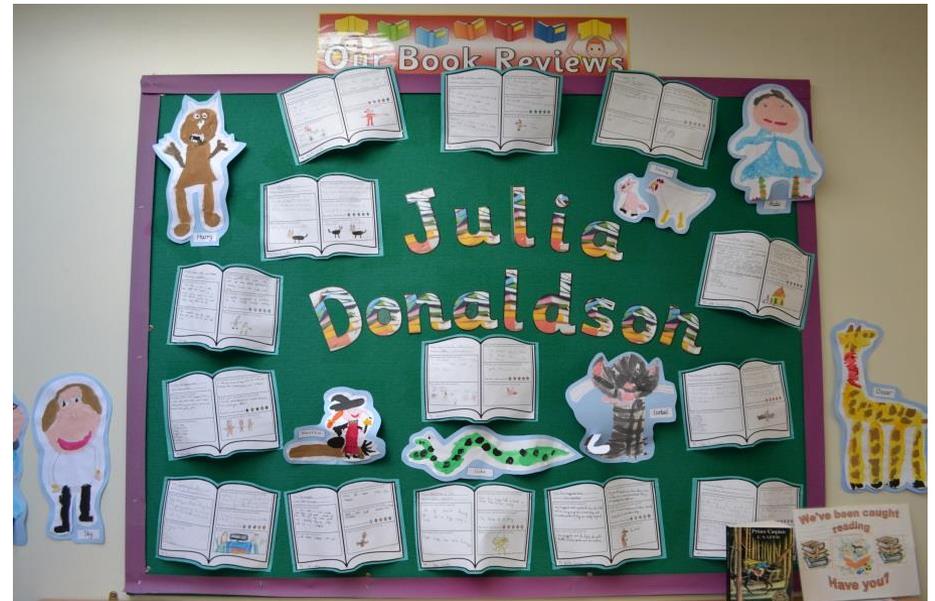
1. Relate reading to children's own experiences and environment;
2. To regularly experience and share texts with the realisation that this time is valuable;
3. Acquire research skills necessary for the use of dictionaries, atlases and other information books and become familiar with their organisational features;
4. Develop the ability to read aloud to others;
5. Be able to discuss books they have read and other text types they have experienced, relating to plot, characters and themes;
6. Acquire an increasingly large sight vocabulary;
7. Be able to bring in books from home and to share them with others;
8. Be encouraged to continue the reading process at home. The children take books home regularly to read to parents. Parents are encouraged to take a very active part in supporting their children's reading;
9. Recognise that reading is an essential part of all areas of learning;
10. Gain confidence and enjoyment to promote lifelong reading.



Reading in school

Children read independently, in daily guided reading groups and are exposed to reading activities in all areas of the curriculum. Children begin to look at individual reading books in Nursery and are encouraged to share their book and talk about what they can see using the pictures. As their knowledge of phonics develops, children are able to decode and blend new words to read.

Our reading books are organised into book bands and the children are able to select their own books to read within the band they are currently working at. Children are assessed regularly and move onto the next Book Band when their fluency and understanding show that they are ready. Children move through the Book Bands until they reach the required standard to become a free-reader where they can choose longer chapter books from the free-reading boxes. In addition to a personalised reading book children are able to take a book home from the school library each week to share with friends and family.



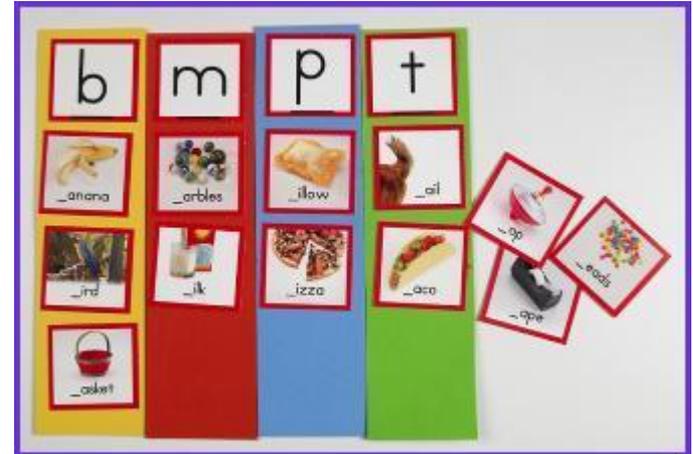
Rainbow Readers

At Ashcroft, we take part in the Rainbow Readers challenge which rewards children on the number of times they have shared their reading book at home and school. The children get coloured badges and certificates for each lot of 25 reads that they complete.

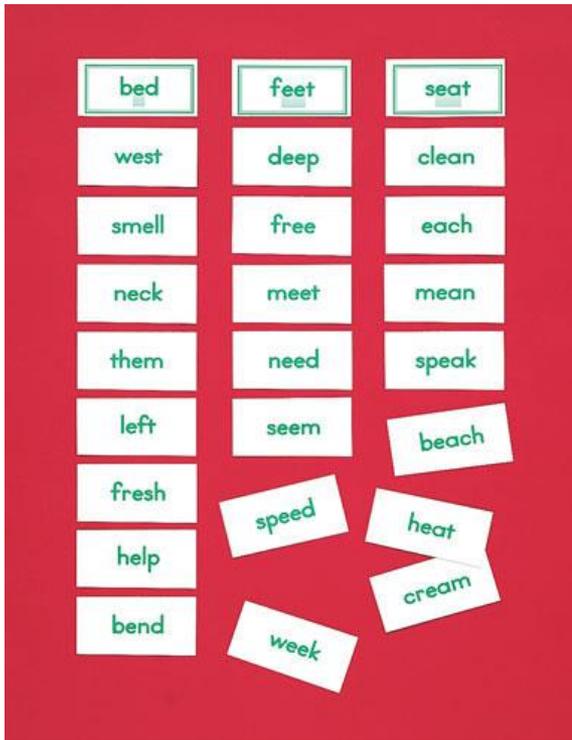


Phonics

Phonics is taught through a highly structured programme of daily phonics sessions from EYFS to Year 2. The Letters and Sounds programme is followed which provides a synthetic approach to the teaching of phonics. Each session provides children with the opportunity to re-visit their previous learning experience, be taught new skills, practise skills and apply what they have learned.



Phonics teaching begins in Nursery with Phase 1 which provides a range of listening activities through play to develop skills. As children move into Reception, they build upon these skills with phoneme- grapheme correspondence. The children are taught to segment whole words and select letters to represent phonemes in words. Phase three completes the teaching of the alphabet sounds and moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes.



When children become secure they continue into Phase 4 where they start to read and spell words containing adjacent consonants. It is expected that children will enter Phase 5 as they begin year 1, looking at alternative spellings for some phonemes and allowing the children to see the range of ways phonemes can be represented.

It is expected that children entering Year 2 will start Phase 6 which develops a variety of spelling strategies including word specific spellings eg see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual GPC's eg laughs, two.

Children's progress through phonics is continually reviewed and they are assessed at the end of each term. Children in Year 1 will be required to take part in the National Phonics Screening check which is performed in June. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in Year 1 enter again in Year 2 with additional support.

Support from Parents/ Carers.

We value the support our parents and carers give to our children in sharing favourite stories, learning new words and practising reading at home.

On occasions throughout the year the teachers will provide work shops for parents and carers to share how we teach phonics and reading at school and give further help and guidance in supporting your child with their reading. Alongside this document is a booklet you can download from our website to give you further information about reading at home.

