

Reading and Phonics

We want to help all our children to enjoy and be successful readers who love reading.

We hope that the information on this page will help you to understand our approach to reading and phonics, and give you ideas for how you can help at home.

Phonics

We teach 'Synthetic Phonics' using the Letters and Sounds programme and Jolly Phonics. We also use many of the games from 'Phonic Play'. The children are introduced to this in our Reception Class and children progress through the phases during Reception and Key Stage 1 (Year 1 & 2). It's an approach in which individual letters or letter sounds are blended to form groups of letters or sounds, and those groups are then blended to form complete words. Children learn to use their phonic knowledge for reading and writing activities.

Letters and Sounds is divided into six phases, with each phase building on previous learning. Children are taught to read and spell 'tricky words' – words with spellings that are unusual or that children have not yet been taught.

We use a wide range of teaching techniques and resources in our daily phonics sessions.

For further information on Phonics, visit

<http://www.letters-and-sounds.com>

<https://www.phonicsplay.co.uk/>

<http://jollylearning.co.uk/overviewabout-jolly-phonics/>

At the end of Year 1 all children take part in the Year One Phonics Check.

High Frequency Words

Reception, Year 1 and Year 2 children have to learn to read, spell and write a number of high frequency words.

These words are the common words that are not easy to build up using phonic methods (the tricky words!) and need to be practised until they are instantly recognisable. There are a total of 45 words to learn in the Reception Year and 200+ for the rest of Key Stage One.

Reading

Reading is given high priority at Thorpe; no other skill is more important than reading. It is the gateway to all other knowledge. Research shows that in helping children to develop positive attitudes towards reading from an early age can have a significant impact on their reading development. Each classroom has a reading display/area, and as a school we organise a range of events to promote reading such as book week, reading buddies, story sack clubs and World Book day. Children in Reception and Key Stage 1 visit the library in the local community centre.

“The more that you read, the more things you will know. The more you learn, the more places you’ll go.”— Dr. Seuss, “I Can Read With My Eyes Shut!”

We introduce our children to reading through using the Jelly & Bean scheme. They then progress onto more challenging books from the Oxford Reading Tree scheme as well as Floppy's Phonics, Pearson Bug Club and some books from Songbirds.

Books are graded by reading levels, known as book bands which are used in most primary schools. Children move through the book bands in the following order as their reading skills develop.

Introductory Stage Lilac

Stage 1 Pink

Stage 2 Red

Stage 3 Yellow

Stage 4 Blue

Stage 5 Green

Stage 6 Orange

Stage 7 Turquoise

Stage 8 Purple

Stage 9 Gold

Stage 10 White

Stage 11 Lim

Children have many opportunities for reading in school which include: whole-class reading sessions, group reading with their peers, and individual reading.

Our school library is well stocked with a range of book types. We encourage the children to borrow books on a weekly basis, to follow their interests. This is tracked through software called Junior Librarian.

Reading at home

Parental support is crucial to successful reading and we encourage parents to support their child by listening to them read regularly at home - little and often is the best way to learn.

The [lovereadng4kids website](#) is a great website to find recommendations for books at all different ages.