



Bardfield Academy

Reading and Phonics.

Reading.

At Bardfield Academy, we promote a love of reading and encourage children to read for pleasure. Each classroom is a print rich environment, allowing children to read and access resources in their rooms. Each classroom has an inviting book area with a range of age-appropriate books, along with the school library, where children can borrow books to share with adults at home.

We teach reading in a variety of ways, and our school-wide approach aims to embed the skills of reading to engage children in new and exciting texts.

With a focus on independence, learning and knowledge, our approach aims to encourage children to engage with a variety of texts and genres for a range of purposes. Children are encouraged to explore texts in all lessons to develop an understanding of the importance of reading.

How Our Children Learn To Read.

Children at Bardfield Academy learn to read through a combination of:-

- Synthetic phonics, taught through Jolly Phonics.
- Recognising high frequency words by sight.
- Blending and segmenting words.
- Using pictures, songs, and actions.

Children are encouraged to apply the skills taught in synthetic phonics sessions in independent activities, such as Guided Group Reading. This supports children in making sense of what they have read and allows them to demonstrate their knowledge and understanding in a wide range of verbal and written activities.

In EYFS, children are read with individually throughout the week. This ensures progress in reading, supports planning and the home/school reading record creates an opportunity for the school to communicate with parents thus developing a good home/school approach to learning and enjoyment of reading.

By Year 2, children will have developed the skills to decode phonetically, and will have moved on to more enriching texts that challenge their skills through the Accelerated Reading

scheme. In both KS1 and 2, daily Guided Group Reading (GGR) is used in conjunction with other approaches such as shared reading, reading aloud, and independent reading. Children are heard read at least once a week as part of GGR. The time is also used to embed reading skills through reading based activities and comprehension tasks. Thus it enables teachers to provide very effective support for pupils' literacy learning.

Phonics.

- Bardfield Academy follows the Jolly Phonics program of learning, promoting a multi-sensory learning style which includes puppets, songs, stories and actions.
- Phonics sessions are delivered on a daily basis, differentiated to enable access to learning for all children.
- During each session, children REVISIT past learning, teachers TEACH a new sound, phoneme, grapheme or skill, children PRACTISE what they have been taught that sessions through games and fast paced activities and APPLY their knowledge through reading and writing words and sentences.

Bardfield's Reading Scheme

In EYFS and KS1 books, children follow the Songbirds and Oxford Reading Tree scheme. The books are arranged in bands based upon the Oxford Reading Tree system. Books from different schemes are also used, but a level is attributed to them making them equivalent the Oxford Reading Tree level. This makes it easier for the children to select the right book. Children are encouraged to take their reading books home and are provided with a home/school reading record which is used for communication between teachers and parents.

In upper KS1 and KS2, children will take books from the Accelerated Readers scheme. These books are then taken home, read and children follow up their reading with an online quiz that assesses comprehension skills. These quizzes are used by teachers to assess and inform planning. The scheme also calculates a reading age which is used by teachers to inform assessment. The books used are arranged into points and children move through these points as they achieve 100% scores in their associated quizzes. This promotes and celebrates success and encourages independence as the children manage this themselves.

Assessment

Teachers assess each child in reading using ongoing their observations, targeted reading interventions, using scores from age standardised tests, reading comprehensions and guidance from the English framework. This is done termly.

Reading at home

We encourage parents to read with their children at home, at least three times a week for children in years R - 3. This helps develop fluency, reading comprehension skills and confidence. It should be in a calm setting, free from distractions for around 15 - 20minutes. Each child has a school reading record where you can write a comment in. Adults in school also make comments when they hear children read.