

## READING AT ST PATRICK'S

- We use the Oxford Reading Tree scheme, supplemented by Floppy's Phonics. This scheme is progressive and builds phonic knowledge and understanding from the very first stages. Children progress through the different levels, developing their ability to identify and read the 44 phonemes, segment and blend unfamiliar words and build fluency and expression in a range of genres.
- Children in the Nursery begin looking at the early picture books and becoming familiar with the characters they will meet through the scheme. They will be given their early letter sounds to practice, beginning with "SATPIN" and then moving on to small flash cards with the names and pictures of the characters on.
- The children then move on to the Stage 1 picture stories, where the different characters are introduced – Kipper, Biff, Chip, Mum, Dad. To help parents, on the back cover of these books are the words the children are introduced to in the book and which they need to practice.
- From this they move on to the First Word books and then move to First Sentence books, where words are put into sentences for the first time.

- *If some children are finding these initial books more difficult and require some reinforcement, they can be moved onto the First Phonics/Floppy's Phonics books, which will provide them with the extra skills practice they need, before moving on to the later stages of the scheme.*
- *After the initial books, the children move onto more story based books, using the characters they have been introduced to earlier. As with the previous books, the words the children need to practice are on the back cover of the book.*
- *From Stage 6 onwards, there are parental notes at the front of each book, outlining details of the story and how you can use the book together with your child.*
- *Children will move sequentially through the different stages of the reading scheme to ensure that they are secure in their phonic knowledge and are able to apply it with unfamiliar words and text. If a child's reading ability is progressing well, they can move through the scheme more quickly. However, we still prefer to make sure that each child reads at least one book at each stage and level to ensure that their phonic understanding is secure. In some of these cases, children will be given 2 books to read per week.*
- *As you will know, the children will usually read once per week in school, on their allocated day. However, in EYFS and KS1 children may read more frequently and some children will be heard read daily if teachers feel they require this to make expected progress.*

- *Parents can help children read by carrying out “Paired Reading” at home. This involves reading a book with your child, taking turns at reading a page or a section of the book and then talking about the books, about characters, events, vocabulary etc. The book in this case may be at a slightly harder level than the child is working on, but is supported by the parental involvement in reading successfully. Parents can do this in a range of genres to build up pupils’ understanding of different styles of writing and text styles.*
- *When helping your child read their school books, you should aim for correct phonic recognition – can your child segment and blend the sounds in the words, are there certain words or sounds they always pause on, are they fluent when they read, do they use intonation, characterisation (use of different voices) and do they read to the punctuation to give more expression?*
- *Children need to be reading fluently and without hesitation in a range of texts and be able to take the words out of context. Often, when the books are shorter and more simple, children try to “hide” the fact they can’t read certain words by memorising the sentences – so don’t let them fool you! Take the words out of context, put them onto small cards and ask the children to make sentences with them and then read them back to you. This way you can be more certain that the children understand the phonic rules and can use them to decode unfamiliar words successfully.*

- *When completing the reading record books, it would help the teachers greatly if the comments could be constructive and informative. It is lovely to know that your child read brilliantly and enjoyed the story, but this doesn't give us much information to go on. For example, if you say "Fred read the book with mum/dad today. He did struggle with some words - "bike", "quickly", "could" and was hesitant when attempting these words." This kind of comment helps us in identifying particular phonemes or sounds your child may be having difficulty with and we can then put something into place to support them.*
- *Children also take part in weekly Guided Reading sessions, where they look at a particular book in a small group, working on both decoding and also comprehension skills - which all adds to building an accurate picture of each child's individual reading development.*
- *Oxford Owls website is particularly useful in supporting parents with their child's reading. The website is [www.oxfordowl.co.uk/home/reading](http://www.oxfordowl.co.uk/home/reading).*