

Early Reading at Lister Infants

Reading is the building block for life and ensures limitless expectations. We aim to foster a love of reading and ensure our children are exposed to a range of high quality reading materials including, stories, poems, rhyme and non-fiction. This develops pupil vocabulary, language comprehension, feeds their imagination and promotes a love of reading.

As well as being taught discreetly through one to one reading, shared reading and guided reading, reading is also taught throughout the school day and across the curriculum. It is the vehicle that drives our curriculum and we place very high importance on it. We have many opportunities to develop the children's word reading and comprehension skills. Our rigorous approach to the teaching of reading develops confidence and enjoyment in reading.

Early Reading

Phonics is the strategy used to teach reading at Lister Infants. Phonics provides the children with the tools they need to become successful and fluent readers. The teaching of systematic, synthetic phonics is taught from the beginning of Reception. The school has clear expectations of pupils' phonic progression term by term from Reception to Year Two. We are determined that every pupil will learn to read regardless of background, needs or abilities. Therefore we use ongoing formative assessment of pupil's phonic progress to quickly identify any pupils who are falling behind the programmes pace. Targeted support throughout the day is given to these pupils to ensure progress is maintained. (Please see Phonics Rationale)

At Lister Infants we use fully decodable texts that are closely matched to the pupil's phonic knowledge for early reading. We currently use the Collins Big Cat fully decodable texts as our main reading scheme. This scheme is progressive and sequenced to match our phonics programme Letters and Sounds. This ensures the children are reading books with the

grapheme–phoneme correspondence they know both in school and at home whilst they are learning to read. This allows children to read confidently and build fluency. We also use Bug Club fully decodable texts to supplement our main reading scheme. These texts are also matched to the Letters and Sounds phonics programme making it very easy for staff to choose appropriate texts to suit phonic knowledge.

School uses the Big Cat Ebook Library and Active Learn Bug Club. These are excellent online resources to support reading at home and in the classroom. Teachers allocate books to the children at their appropriate phonics stage and families can access the books to allow more opportunities for reading. This allows children to read and reread texts to develop confidence and build fluency.

We aim to ensure that the children read a wide variety of books including reading non-fiction texts as well as fiction books. Teachers are skilled in choosing books appropriate to the child's phonics ability and both word reading and comprehension skills are developed through one to one reading.

We ensure our staff are experts in the teaching of phonics and reading through regular high quality training. We work closely with the Yorkshire Endeavour English Hub which has been appointed by the DfE to support schools in improving the teaching of phonics, early reading and early language. We also have a close partnership with an outstanding school in Liverpool. Any staff who have received training always feedback to the team so all teaching and support staff are effective in the teaching of reading.

Assessment

Regular assessments are carried out to ensure the pupils are on the correct book band level to match their phonics knowledge. We use the Big Cat phonic assessment tool to ensure consistent and accurate levelling in reading matched to the pupil's phonics ability. This ensures children progressively move through the book bands at the appropriate level.

For more information on reading please refer to the English Rationale.