



READING AT EWELL GROVE

“The biggest single indicator of whether a child is going to thrive at school and in work is whether or not they read for pleasure.”

Unesco

“Reading to children and getting children to read themselves are the basis of vocabulary growth, together with engaging children in rich oral language and encouraging reading and talk at home.”

Duke and Moses (2003)

“Experts believe that reading for 10 minutes a day can make a dramatic difference to children's attainment.”

Oxford University Press

This half term, our Year Group Meetings focused on reading. The following information, which includes how we teach reading at Ewell Grove and provides some reminders about routines and expectations, may be useful in helping you to support your child.

Research suggests that **a rich vocabulary is a strong indicator of reading success and academic achievement:**

Development Matters (Early Years Foundation Stage) is the statutory document which governs what we teach Nursery and Reception children in schools. During the EYFS, to begin the reading journey, we aim to develop children's

- Communication and Language skills: listening and attention, understanding, speaking skills
- Literacy skills: Reading - enjoying an increasing range of books, using phonic knowledge to decode regular words, reading some common irregular words and demonstrating understanding when talking with others about what they have read

The National Curriculum 2014 governs what we teach in school across Key Stages 1 and 2. With regard to reading we are to ensure that children:

- read easily, fluently and with good understanding
- use discussion in order to learn, explaining clearly their understanding
- develop the habit of reading widely and often, for both pleasure and information
- appreciate our rich and varied literary heritage
- develop a love of literature through widespread reading for enjoyment

Reading at Ewell Grove

To become fluent and confident readers, children need to develop both **word recognition** and **comprehension skills**. It is generally agreed that **phonics** is the most effective method used to teach word recognition skills.

At Ewell Grove, we teach phonics both in small targeted groups and short whole class sessions with an approach based on **Ruth Miskin's Read Write Inc. programme**. An awareness of sounds begins in **Nursery** (e.g.: rhyme, rhythm, alliteration, repeating refrains) but more formal phonics teaching takes place in **Reception** (starting with initial sounds) and **Year 1** (all possible graphemes – written representations - for the 44 sounds in the English language); skills are consolidated in **Year 2** and by **KS2** most children are applying their phonics skills to their reading and writing and extending their knowledge of spelling rules.

Information about **phonics** and the **Read Write Inc scheme**, including **how to say the sounds**, can be found at:

<https://ruthmiskin.com/en/find-out-more/parents/>

To support phonics learning, please encourage children to **practise the sounds we send home** and help your child to recognise known sounds within words and use these to sound out new words when reading together (e.g.: t-ee-th – teeth). When you are helping your child to learn the sounds, it is **really important not to add an “uh” to the end of the consonant sounds** – e.g.: say “mmm” rather than “muh”, “lll” rather than “luh”, etc. This helps children to blend the sounds together more easily to make words. NB: When “sounding out” we use letter sounds but use letter names (A, B, C...) when spelling.

Of course, **not all words are decodable** through a phonics approach. To help children learn the exceptions, we practise reading and writing the statutory **Common Exception Words** (KS1 - years 1 and 2) and words from the **statutory Word Lists** (KS2 – years 3 and above); the “**Bookmarks**” and **spellings** we send home are based on these lists; children need to be able to **read these on sight** and **spell them confidently** when **writing sentences** before they move on to the next set.

Language comprehension skills are developed through weekly 1:1 reading with adults, Guided Reading sessions with the class teacher, daily “Story Time” sessions and general English lessons which cover the study of different texts and text types, vocabulary generation, grammar, language and textual understanding.

Reading routines and expectations

At school, in addition to **whole class reading** opportunities and **small group Guided Reading sessions** which develop **phonics** and **comprehension skills**, we share a book and listen to each child read individually on a weekly basis. To further support children on their reading journey, the expectation is that all children should also read **at least four times a week with an adult at home**. **Reading record books are collected in by class teachers on Fridays** and children who have read at least **four times** are given a **stamp** in recognition of their effort and achievement.

Please record children’s reading in the Reading Record books provided. If they wish, **KS2** (Years 3 and 4) children may record their own reading but please support your child to write their comments. The aim of these books is to serve as a record of the children’s home reading.

Although we encourage children to read by themselves, please don’t forget that it is also important to **continue to read to those children who have become confident readers**; reading to a child or sharing a book together is a fantastic opportunity to **develop vocabulary and comprehension skills** (e.g.: retrieving information, predicting what might happen next, discussing characters and language choices, inferring from the text and making links between books) and to discuss and access texts beyond those which the children are able to read by themselves. It is also an opportunity to encourage a **breadth of reading**, choosing and **enjoying texts** from a **range of genres** including poetry!

If your child is not already a member of the **local library** (free to join), you may find the following link helpful:

<https://www.surreycc.gov.uk/libraries/your-library/join-your-library>

Another useful resource for supporting reading is the **Oxford Owl website**:

<https://www.oxfordowl.co.uk/welcome-back-for-home/reading-owl/advice-for-parents>

National Curriculum objectives for reading in **KS1 and KS2** and the **statutory spelling word lists** referred to above can be accessed through the following link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Nursery and Reception objectives for reading can be found in the Early Years Foundation Stage (EYFS) statutory document, **Development Matters**:

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>