

Growing Together

Learning to Read

We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily teaching of RWI children learn to read fluently and at speed. In RWI, children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them, in Speed Sound Lessons. Simple and enjoyable mnemonics help all children to grasp the letter-sound correspondences quickly. This knowledge is taught and consolidated in everyday. High frequency words that are not phonetically regular are taught as “tricky” words (we call them Red Words) and are practised frequently. RWI is delivered daily by fully trained staff. All RWI lessons follow a set structure with simple signals. Children are used to the structure so lessons are successful. Every RWI Lesson will have 3 parts.

- 1) The Speed Sound Lesson—learning to read and write a sound a day and reviewing known sounds in words.
- 2) The Storybooks—practising reading known sounds in words and sentences in progressive stories.
- 3) The Writing—applying taught sounds into sentence construction and editing.

Children are assessed on a 6 week cycle and regrouped according to their phonic ability. Children make rapid progress following the RWI scheme and become fluent readers.

Every Child a Reader

We aim for all children to leave Merridale as confident readers who can meet the challenge of secondary education. We monitor progress closely and, through interventions, support, challenge and booster sessions, we help children to keep up not catch up.

Be Active

Reading sessions at Merridale, include a wide range of activities to enable children to be active in their learning. My turn, your turn and talk to your partner are used across school to ensure that all children take an active part in all lessons.

Independence

Our focus on fluency enables children to become independent readers. All children are given opportunities to be independent with their reading through well-matched reading books. By becoming independent readers, children are able to access the full curriculum.

Inclusive

Strategies including pre-teaching of vocabulary, teacher echo reads ensure that all children can access reading lessons beyond phonics. The texts read across school have been selected to ensure that every child at Merridale sees themselves in books.

Communication

Our focus on building vocabulary improves children's spoken and written communication. Reading sessions give children chances to improve their communication through partner talk and group discussion and in turn build their ability to communicate in writing.

Problem Solving

Through our reading curriculum, children develop the necessary skills to solve problems they encounter in reading e.g. special friends, Fred talk, read the word to decode unfamiliar words. Using contextual clues and root words to understand the meaning

Reading Fluency

Reading fluently is essential to children's academic success. Once children have completed our phonics programme, they take part in daily reading lessons with their class.

The first part of these lessons focus on reading fluency where children use a range of activities to build their speed, accuracy and prosody:

- **teacher read** ensures that children have a good model to follow.
 - **echo read** enables them to practice their prosody following an adult model.
 - **partner read** is a chance to work with a peer to perfect their reading of a familiar text.
 - **performance read** at the end of the week allows children to show their progress get used to reading in front of an audience.
- Repeated re-readings of the same extract help children to develop prosody which is essential to reading comprehension.

Partnership with Parents and Carers

At Merridale, we work in partnership with parents and carers to ensure that all children meet their potential. Parents play a key role in children becoming life long readers. All children take home reading books to support their learning in school (a phonetically-matched and sharing books in key stage 1, a banded book in key stage 2 as well as a library book for all children). Parents/carers and teachers/Teaching Assistants record children's achievements and progress in their reading diary, which contains helpful information for parents/carers to support their child when reading together. We hold regular open story times for parents/carers to join their children in class for a story. We hold parent workshops to introduce key information including an introduction to RWI and Phonics for Reception parents and a Phonics Check meeting for Year 1. We regularly feedback to parents about children's performance in reading informally, through messages and certificates as well as more formally at parent consultation meetings and end of year reports.

Reading For Pleasure

We aim for all children to become lifelong readers and, for this to happen, they must enjoy reading. At Merridale, we ensure that children access a wide range of reading materials, from phonetically matched books, library books, to graphic novels and comics. Our staff work alongside children to make recommendations and help children develop a love of books, texts and reading. Our staff also model their own reading for pleasure through weekly ERIC (Everyone Reading In Class) sessions. During their time at Merridale, all children have the chance to meet a real-life author in through our regular author visits. Our annual KS2 book quiz encourages classes to work together to show off their knowledge of a particular book. Having a wide experience of different texts is important and our poetry showcases (alongside the use of the Poetry Basket resources in EYFS) ensure that all children leave Merridale knowing a range of poems by heart.

Comprehension

Comprehension is an essential skills which children use across all areas of the curriculum.

Comprehension skills are embedded into our English curriculum: before children can read independently they explore stories which have been read to them and give verbal responses. Once children are able to read, they are explicitly taught comprehension skills from familiar extracts before demonstrating their understanding in unseen texts. We ensure that children explore a wide range of reading skills, including retrieval, sequencing and summarising, inference, the impact of language, prediction and understanding the text as a whole. Children are also encouraged to make links between their reading and explore themes and character traits, particularly during upper KS2.