

Comberton Primary School Reading Approach

Phonics Approach

Phonics is taught daily throughout Reception and Year 1 using the Read, Write Inc. programme. This is a scheme where children systematically learn sounds along with the letters that represent them and skills in blending. Children first learn all of the single letter sounds and then move on to learning sounds which are made up of more than one letter – these are known as ‘Special Friends’. Each GPC (grapheme phoneme correspondence) has a picture and a rhyme to support children to learn these more easily.

Children learn phonics from the first week of Reception within their classes and are then assessed on their sound and blending knowledge. Once assessed, children are placed into homogenous groups for the half term. Children are then re-assessed every half term and placed in groups until they complete the phonics scheme. Some children may be re-assessed more frequently.

Throughout the early Read, Write Inc groups, children will focus on their sound and blending knowledge. Once children can blend securely they will begin to read sentences and move onto books. This reading is done alongside a partner and is closely monitored by the adult leading the group. Through regular assessment, teachers are able to group children into the correct book group which will match their knowledge of sounds, blending and speedy reading (reading with automaticity). Children will read the same book more than once to encourage their decoding, fluency and comprehension skills. Alongside this, children will then be given closely matched individual book bag books from the same scheme in the same colour to take home to read to an adult.

Children who have not completed the phonics programme by the end of Year 1 will continue to be taught phonics until they are secure. Children in Year 2 and 3 will join Phase 1 phonics groups. Those children in Year 4, 5 and 6 will be targeted through individual or small group intervention.



Whole Class Reading Approach

Once children have developed competency in completing our phonics programme, they will move to a more holistic approach in class reading sessions. Those children who have not met the required standard in phonics, will still continue to receive phonics intervention. Complex speed sound charts are used in classrooms throughout KS2 to reinforce the application of phonics in their reading, and to add to as children encounter more alternative spellings.

Reading skills are developed through daily whole class reading sessions in KS2. These run as 30 minute sessions, 5 times a week. The sessions include texts from our Reading Spine, which have been chosen specifically for reading sessions. Across a half term, children will access a variety of text types, including Fiction, Non-Fiction and Poetry. Every child reads aloud daily in their reading lessons, where we develop fluency through accuracy and automaticity (using punctuation, echo, and choral readings) and prosody using ACT (Adjust our volume, Change our tone, Think about our pace and when to pause).

Figure 5: Reading fluency



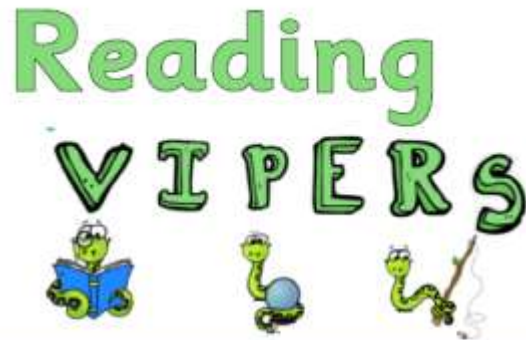
When we read, we ACT

A – Adjust our **volume**

C – Change our **tone (mood)**

T – Think about our **pace and when to pause**

VIPERS domains are explicitly taught intensively at key points throughout the year to ensure children can confidently apply this knowledge in subsequent lessons, where we take a more holistic approach to reading, based on discussion and building knowledge. During these sessions, skills of reading for fluency and reading for purpose are the main focus, therefore they are largely discussion based. Children demonstrate their understanding of this in one written reading response a week.



Vipers heading	Content Domain Description
Vocabulary	Give/explain the meaning of words in context.
Infer	Make inference from the text/ explain and justify using evidence from the text.
Predict	Predict what might happen from the details stated and implied.
Explain	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	Retrieve and record key information/key details from fiction and non-fiction
Summarise <i>(Sequence in KS1)</i>	Summarise main ideas from more than one paragraph

How we explain this at Comberton	
Vocabulary	The meaning of words and how they are used in the text.
Infer	Using clues from the text to work out meaning.
Predict	Using what you already know to make sensible guesses about what might happen.
Explain	Telling me in your own words what something means and give a reason why using 'because'.
Retrieve	Finding specific information from the text.
Summarise	Giving the key points in your own words.
Sequence	Putting events in the right order.

Reading sessions also include a context based focus, where children can apply what they have read to their own lives (mirror view) and to the wider world around them (window view).

