



At Goosehill, we aim to foster a love of reading with the children which will lead to lifelong pleasure. Adults in our school lead by example modelling enthusiasm in their engagement with books.

Reading is a life skill; hence it is a key focus for our children from Nursery to Year 4.

Our aims are:

- To foster an interest in books and reading for pleasure, including enjoying a wide variety of texts such as fiction, non-fiction and poetry
- To ensure children can read with confidence, accuracy, fluency and understanding
- To become independent readers, transferring their skills across the curriculum
- To develop their powers of imagination, inventiveness and critical awareness as well as increasing both their written and oral vocabulary

At Goosehill, the children develop their reading using the *Read Write Inc Phonics* Programme.

*Read Write Inc. Phonics* is a complete literacy programme, for 3 to 7 year-olds learning to read and write and for 7 and 8 year-olds needing to catch up quickly. Although reading is taught using synthetic phonics, the programme is so much more than that. It covers all of the new National Curriculum requirements for language and literacy.

## Programme progression:

In Nursery, children learn the first 30 sounds in short daily sessions.

In Reception all children:

Read storybooks and non-fiction books closely matched to their developing phonic knowledge

Take home reading storybooks to share

Continue to link sounds to letters and name letters of the alphabet.

Learn to segment sounds in words and blend them together.

Begin to read words and blend them together.

Begin to read words and simple sentences using phonic knowledge to decode regular words

Read some common irregular words

Demonstrate an understanding of what they have read

Use semantic knowledge to understand unfamiliar vocabulary.

In KS1, the *Read Write Inc sounds* are used within whole class daily phonic sessions with the aim that all children are fluent and confident readers by the end of year 2.

In KS2, some children may need further reading intervention so *Read Write Inc* is used as a support tool in smaller focused groups

# Lexia Reading

Early Years Reading Skills are key:

Foundation and Key Stage 1 years are when students develop the basic reading skills they will rely on and use throughout their lives. Research demonstrates that pupils who struggle with phonological skills in early years are typically at risk of being below National Expectations by Year 5. Furthermore, the successful remediation of older students with reading difficulties is much more challenging than a successful intervention with students in their first years of schooling.

## Reading Skills

Young children who have not developed accurate and rapid word reading skills by the end of Key Stage 2 are caught in a pattern of repeated failures. They also exhibit high levels of frustration and, ultimately, lose their motivation to read. Given that all school subject areas require reading skills for academic success, the reading failure these students experience undermines their learning capacity and limits their educational growth across their life span.

High quality instruction and the opportunity to practice essential reading skills such as phonological awareness, phonics, sight word recognition, sound-symbol correspondence and word-attack skills, help students develop a foundation for reading success. This is provided for our children through Lexia.

Lexia Reading software is designed to support classroom instruction by providing children with individualised independent practice in basic reading skills. All of Lexia Reading™ programmes, Early Reading (ages 4 – 6), Foundation Reading (ages 5 – 8) and Strategies for Older Students (ages 9 – adult) support the development of essential reading skills. At Goosehill, we use Early Reading and Foundation Reading programmes to support the development of children who are in need of extra reading support. The children can also access their Lexia Programme at home where they can gain further support. This can then be monitored closely by the class teacher.