

Reading at Belgrave

At Belgrave we want our children to be passionate readers and our role is to instil and nurture this love of reading for all our pupils. We have an extensive and exciting range of school guided and home reading books for the children to read and well stocked class libraries. Our aim is to provide books that are both stimulating and challenging.

Children are given a 'banded' book level to read based on their ability. As they progress in reading, they will move up the coloured stages. Our expectation is that children must read at least three times a week and have their planners signed to show this. Incentives are offered for children who achieve this with prizes awarded at the end of each half term for children who have read at least three times every week.

Children are also encouraged to borrow books from their class libraries to read alongside their 'book band' book.

Children in Years 5 and 6 move onto Accelerated Reading where they complete a STAR reading test which gives them a ZPD range. Children can choose from a large range of books labelled up in ZPD ranges to find a text suited to their ability.

In Guided Reading and during English sessions, children will read a more challenging text with the support of their teacher.

At Belgrave, our primary approach to teaching early reading is for children to apply their phonic knowledge to decode words. Children are also taught to comprehend the texts they read and it is an expectation that they must fully understand and be able to discuss what they read before they move on to a new stage in their reading.

Once children are reading confidently and fluently, our reading lessons are based around the four main skills in reading; to retrieve information, analyse texts, inference and use deduction. These skills are developed both through stand alone guided reading sessions and English lessons.

Children in Key Stage 1 read each week with a support assistant in school.

Children in Key Stage 2 are listened to every half term by their class teacher. Alongside this, any children who are not making expected progress in reading will have extra reading intervention sessions with a member of support staff.

The bottom 20% of readers in every class will be listened to each week by their class teacher.

Phonics at Belgrave

At Belgrave St Bartholomew's Academy we want every child to be successful, fluent readers and writers. We believe this is achievable through a combination of strong, high quality, fast paced, discrete phonics teaching combined with regular, daily opportunities for developing reading skills.

We follow the six phases of Letters and Sounds: Principles and Practice of High Quality Phonics across the EYFS and Key Stage One phases. This guidance is supported with the use of selected resources from Jolly Phonics and Phonics Play.

Planning for phonics is separate from the English planning and is recorded on the school's phonics planning format. It should be based on the needs of the children and show clear differentiation. Planning and teaching of phonics is monitored by our Phonics Co-ordinator.

Year group expectations in phonics are outlined below as a general guide however, in aiming to meet every child's needs, differentiated phonics groups are available to all children across different classes.

At Belgrave, Phonics is taught daily beginning in Nursery starting with Phases 1 and 2. This initially introduces children to sounds around them and starts to link sounds to letters.

Reception secures understanding of Phase 2 and Phase 3 with children applying these phase skills in both their reading and writing.

Once Phase 4 has been initially taught, Phase 5 is then unpicked throughout Year 1. During Year 1, pupils will complete a Phonics Screening Check in which they are expected to read real and nonsense words to show that they are able to read Phase 5 sounds accurately. Our Phase 5 teaching not only prepares them for this Phonics Screening Check, but also explores how these sounds are applied in both texts that we read and words that we write.

By the end of Year 2, children should be proficient in their phonics knowledge and have completed Phase 6 of Letters and Sounds. Once proficient in phonics, children in Year 2 will access the school's spelling scheme.

Children are assessed half termly against the expectations of the phase using an assessment format set out by the school. Teachers will then use this information to ensure children are grouped appropriately and are receiving the next step in their learning.

In EY the children have access to phonically decodable books to further apply and embed learning at home. Key Stage One classes have access to a combination of phonically decodable and banded books to apply reading strategies to different texts.