

READING

Reading is the comprehension of visual symbols that represent language.

To do this, pupils must develop two capacities that become increasingly integrated as expertise develops –

- (1) recognising words
- (2) building meaning from those words:

To recognise words on a page, pupils must learn to associate the sounds of our language with visual symbols. Over time, pupils also associate these visual symbols with units of meaning directly. Due to the complexity of our writing system, lots of reading is required for pupils to learn these associations between visual symbols, sound and meaning.

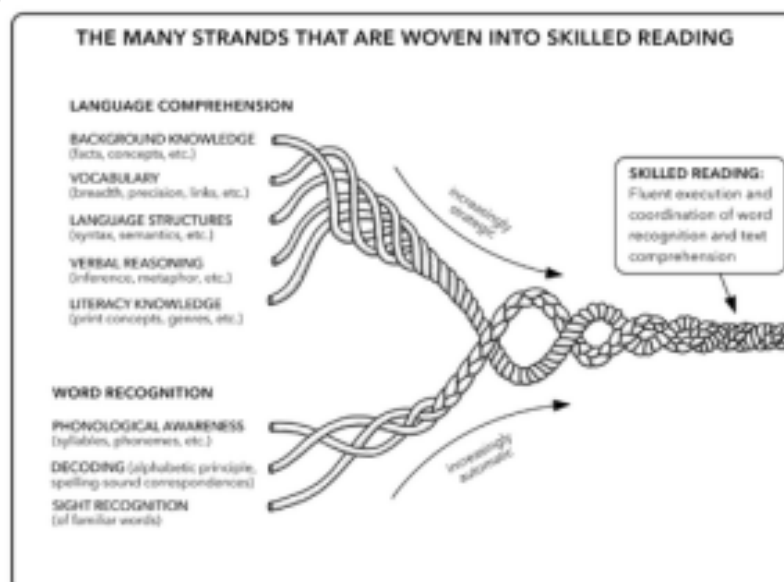
Building meaning from written words uses mostly the same knowledge that is used to build meaning from spoken language: knowledge of concepts that words represent and knowledge of how words interact with each other.

This means that developing pupils' spoken language and their knowledge of the world is key to fostering their ability to read.

Building meaning from words is also supported by some knowledge that is unique to written language, including knowledge of how words are presented within texts.

As pupils become more expert at recognising words and building meaning from them, their reading begins to flow.

Pupils can reinforce this important sense of fluency through text experience and through rehearsed reading aloud.



PHONICS

We need to understand the connections between the 44 phonemes and graphemes that represent them. This is called the grapheme-phoneme correspondence and it is a meaningful way to turn written words into sounds (decode).

Reading involves blending sounds to say a whole word; spelling involves segmenting a whole word to identify the sounds in it.

We teach this through Phonics. As a school, we use Little Wandle as our phonics scheme. This is consistent with the Infant school and is part of the Letters and Sounds group.

At the start of Year 3, children complete a phonics assessment and if there are gaps children complete an age appropriate phonics intervention or they carry on their phonics lessons 5x weekly for 20 minutes.

Phonics is assessed termly and phonics lessons may continue in Year 4 and 5.

If you would like to support your child with phonics, there are a range of resources available on the school website. In addition, the Little Wandle parent and carer page have a selection of videos and guidance in supporting phonics at home.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

















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FLUENCY

Once children can decode accurately and speedily, they need lots of reading practice to develop as readers. This helps them to build experience with increasingly complex texts, encounter new knowledge and gain new language.

Fluent decoding allows us to understand what we read. The reader has gained accuracy, automaticity, and appropriate prosody in word reading, which frees up the brain to focus on lifting the meaning from the page through connecting words and sentences across the text.

Accuracy – the ability to decode written words without error.

Automaticity - the ability to read quickly and with relative ease. The rate at which a child reads depends on their skill, the purpose of their reading and if they are reading orally or silently. Research suggests that reading rates below 90 words correct per minute (WCPM) make it almost impossible for meaning to be processed. Ideally, children should be reading above rates of 110 WCPM.

Prosody – the ability to read in a way that mirrors spoken language, including intonation and rhythm.

Fluent reading is acquired only through repeated decoding. Children must have lots of practice in decoding especially when they developing as readers if they are to develop fluency.

