

How we teach reading at Walnut Tree Walk.

All children learn at different rates. This is especially true of reading, where children learn to read in a variety of ways.

When learning to read, children need to be shown different elements of reading and build on these as they progress with their reading.

Children begin school with a variety of reading experiences, such as recognising names and signs and book and video titles. These experiences are developed and nurtured, alongside a more structured programme of learning.

The elements progress from the Early Years to the end of Year 6 and beyond as shown below:

- Initially, children practice linking letters to letter sounds (phonics teaching) through a wide variety of actions and games.

- Children develop reading skills through sorting and matching activities and other games involving language and singing. Children have many opportunities throughout the day to practice their reading skills. These include recognising his/her own name, participate in poems, songs and nursery rhymes, find and read key words, sharing a book with an adult.
- Children begin to be aware that words are made up of sounds
- Children practice blending individual sounds together to make new sounds.
- Children begin to learn key words (most commonly used words). These are built into our reading (and writing) sessions to encourage the children to use them.
- Children discuss the meaning of words
- Children are able to understand what they are reading and give reasons why and can make predictions about what might happen next.
- Everyday practice and application of reading skills.