



Nursling's approach to Reading

Reading is vital life skill and we are passionate about encouraging our children to become enthusiastic and reflective readers. Through immersion in interesting, challenging, high-quality texts, we aim to develop reading fluency, comprehension and reading for pleasure.

- Our library stock is constantly reviewed and updated by our librarians and we also utilise the Hampshire School Library service.
- All children read to adults in school on a regular basis. Our support staff and volunteers who are supporting reading in the school are trained as reading partners.
- Every class has a timetabled daily whole class reading input as well as input within English lessons and non-core curriculum.
- Sharing texts during whole class Guided Reading lessons creates excitement around stories and other text types and develops the children's comprehension skills. These books are linked closely to our topics to ensure our children can make as many links as they can in their learning. Children are explicitly taught the skills that they need to be successful readers such as inference, prediction and summarising. This is done through a range of activities, including answering different types of questions, writing tasks, discussion and drama.
- All children have a Reading Journal which can be used to record the reading children complete with others and at home.
- Benchmarked testing is carried out at least 3 times a year. This ensures that all children in the school read texts that are at the appropriate level.
- Interventions are planned to support children who are working below age related expectation, e.g. RapidRead

Nursling's approach to Phonics

At Nursling, phonics is introduced through Pip and Pap Phonics when children join Year R and progression is planned to meet the stage of learning. This is a systematic, synthetic phonics scheme. This means that children learn that words can be broken down into units of sound for reading and writing (synthetic phonics), and that these sounds are learned in a set order (systematic phonics). Children will receive daily phonics lessons in Early years and Key Stage 1.

As children progress through the scheme, they learn more sounds (phonemes) and how to write them (grapheme-phoneme correspondences). This will include digraphs (where two letters make one sound – such as /sh/ in the word 'ship') and trigraphs (where three letters make one sound – such as /igh/ in the word 'night'). In Pip and Pap Phonics, children learn to 'decode' - sound out and blend words for reading, and to 'encode' - segmenting words for spelling, using the grapheme-phoneme correspondences that they have met.

There are four phases in the Pip and Pap Phonics Programme. Your child's reading book will contain sounds from the phase of study that children are working on. Your child will have already met the sounds in school and should be confident to blend the words aloud, thus reading with increased speed and fluency.

A rough guide to the grapheme-phoneme correspondences that the children will meet and the order in which they meet them is below:

Orange Phase (Year R)	Pink Phase (Year R)	Green Phase (Year R-1)	Purple Phase (Year 1)
s a t p i n m d g o c k ck e u r h b f f l l ss	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur er ow oi ear air ure	ay ou ie ea oy ir aw ue wh ph ew oe au ey a- e e-e i-e o-e u-e	Alternative pronunciations for graphemes already known: a, e, i, o, u, ou, ie, ea, y, ch, g, c, ey Alternative spellings for phonemes already known: -ture, -ge, -dge, -mb, kn, gn, st, se, wr, o, al, ere, ear, are, oor, our, oar, ore, augh, ci, ti, si, ui, -ve, -le, sc, ce, eigh

Visit <https://www.pipandpap.com/familyhub> or <https://www.youtube.com/@PipandPap> to see the actions we use, letter formation patten and songs that the children will learn in class.

Phonics teaching is complemented by reading. We use a range of resources to enhance this and our books are banded into colours. Wherever possible, these are fully decodable to develop fluency and understanding. Their guided reading books will be matched to their phonic phase using a range of phonics books. Your child will be sent home with a book that matches their book band and many of these are fully decodable which means all the words can be sounded out and blended together. Children are expected to move through the colours to become fluent and confident readers by the time they leave KS1.

Year 1 children will complete the Phonics Screening check in June. If they did not pass in Year 1, the children will retake it in June of Year 2. There will be some children who require extra phonic intervention and this will happen throughout KS2 if required. When the children enter Key Stage 2, the children will begin daily Guided Reading lessons that build on the foundations taught through the Pip and Pap Phonics scheme, further developing fluency, comprehension and reading for pleasure.