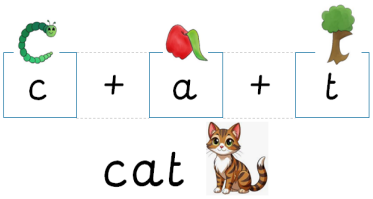
Reading in Reception

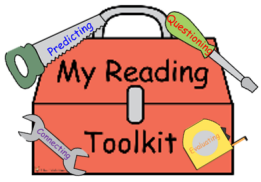
At Chestnut Lane School, we aim for all children to become confident, keen and capable readers. We support children in developing the many strands woven into skilled reading. We hope to instil a life-long love of reading in children who read for both pleasure and for a purpose. We believe that parent support is a key component in achieving our aim and recognise the vital roles for reading to be done **by**, **with** and **to** children.

Chestnut Lane Phonics

Phonics is a way of teaching children to link letters and sounds. It is currently thought to be the most effective way of teaching children to read fluently. [DfE's Reading Framework] We are proud to have developed our own bespoke Systematic Synthetic Phonics Programme. A full Parent Guide outlining the Phases in our programme is available on our website, along with a video Presentation .

Our phonics approach is informed by rigorous assessment, enabling well trained staff to plan highly personalised lessons that build upon previous learning and ensure rapid progression. Daily phonics lessons are delivered to the children in a fun, multi-sensory way. [EEF Recommendation 3]





Word Reading: Phase Books

Phase books are sent home weekly to allow children to successfully practise their word reading skills. These decodable books are matched closely to your child's phonics 'Phase' and should be read aloud to you **by** your child. By applying their phonic knowledge, children should be able to read these effortlessly enabling them to experience a sense of achievement.

Re-reading phonics based texts is key to developing children's confidence and fluency and increases the number of words that can be read 'at a glance' – that is, no longer saying the sounds consciously. [DfE's Reading Framework]

Early Comprehension: Wordless Books

We are committed to a balanced and engaging approach to developing children's reading, teaching both decoding and comprehension skills. [EY EEF Recommendation]

Wordless books are used to develop key literacy skills, including listening, vocabulary, comprehension and awareness of how stories are structured.

Whole School Reading Culture

Reading is at the heart of our curriculum. We know that engagement with reading from the beginning is one of the most important ways to make a difference to children's life chances. [DfE's Reading Framework] Reading opportunities are woven across our curriculum and into children's routines and experiences. From finding their name to self-register, to reading menus in the role play area, we ensure that children recognise that reading is a vital skill.

Carefully chosen books of the week, Core Books, story times, welcoming book areas, Parent Read-ins, weekly library visits are key elements of our reading provision. We capitalise on opportunities to celebrate reading, with visits from authors, illustrators & workshops.

Comprehension: Reading Toolkit Approach

To understand a text, you need the right tools and have to be taught how to use them. Therefore, we have developed our own 'Reading Toolkit' to create child-friendly representations of the eight comprehension skills. Each tool is accompanied by sentence stems to provide structured support as children articulate their understanding.

Children are introduced to the tools when reading Core Books and during story times. Teachers model 'thinking aloud' while using the Reading Tools and associated sentence stems, thereby teaching children strategies for developing and monitoring their reading comprehension. [EEF Recommendation 4]