



Reading in Year 2



At Chestnut Lane School, we aim for all children to become confident, keen and capable readers. We recognise that reading is multifaceted and carefully plan reading opportunities to 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 a positive reading partnership with parents is a key component of achieving our aim and recognise the vital roles played by quality 'book talk' and the need for reading to be done by, with and to children.

Chestnut Lane Phonics

Phonics 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** which meets the [DfE's Essential Core Criteria](#). 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](#)]

After completion of Phase 5, children move onto our 'Beyond Phonics Programme' . Their secure word reading and spelling skills enable them to focus on 'morphology': the structure of words, how they are formed and their relationship with other words.

Word Reading:

Phase Books & Beyond Phonics 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 so 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.

When children have completed Phase 5 of the Chestnut Lane Phonics Programme, they will bring home 'Beyond Phonics' books, to further develop their **independence, fluency and enjoyment** as readers. [[DfE's Reading Framework](#)]

Reading Toolkit Approach

We are committed to a **balanced and engaging** approach to developing children's reading, teaching both decoding and comprehension skills. [[EEF Recommendation 2](#)]

To construct meaning from a text, you require 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.

[[EEF Recommendation 4](#)]

Comprehension: Shared Reading

Shared Reading sessions with their peers and a member of staff enable children to focus on a particular '[reading tool](#)' and further develop their comprehension and vocabulary skills. Teachers model 'thinking aloud' while using the reading tools and associated sentence stems, thereby teaching children **strategies for developing and monitoring their reading comprehension**.

Children start to take the lead in these group sessions, often asking as well as answering **questions to deepen their learning**. They may also have roles allocated such as being in charge of **clarifying** new vocabulary or **summarising** a passage. [[EEF Recommendation 4](#)]

eBooks

We recognise the importance of encouraging our early readers to actively engage with **different media** and **genres of texts** and a **wide range of content topics**. Through the [Boost Learning](#) platform, children are allocated exciting, eBooks appropriate to their reading level, with comprehension quiz and audio options. Children will build up their own personalised interactive online library, motivating them to **develop persistence and enjoyment** in their reading.

[[EEF Recommendation 2](#)]

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](#)]

Carefully chosen [Core Books](#), welcoming book corners, Parent Read-ins, weekly library visits and daily story times are key elements of our reading provision. We capitalise on opportunities to celebrate reading, with visits from authors, illustrators & workshops throughout the year.