



Reading at Raysfield Primary School and Mosaic Partnership Trust

Reading is prioritised across Raysfield Primary School and Mosaic Partnership Trust as we recognise the importance this plays in securing the life chances of all our children.

If our children cannot read well, they cannot access the full curriculum which means they will struggle to learn. We want all children to read fluently by the end of primary school so that they are confident and well equipped to flourish in their next stage of education and beyond.

Learning to read is a complex process for children and there are many strands of the English Language structure that have to be understood and mastered.

How we read

Reading well involves **two main parts** that work together:

1. Understanding What You Read (Language Comprehension)

This is about making sense of words and ideas:

- **Knowing about the world** (background knowledge)
- **Knowing word meanings** (vocabulary)
- **Understanding grammar and sentence structure** (which words to use in the correct order together with the right punctuation)
- **Thinking about what the text means by reading between the lines** (working something out from clues in the text)
- **Knowing how stories and texts work** (this usually develops from being frequently read to by an adult)

2. Reading the Words (Word Recognition)

This is about the mechanics:

- **Hearing and recognising the sounds that letters and combinations of letters make** (phonological awareness)
- **Putting the sounds together to read words** (decoding)
- **Recognising words quickly that often don't make sense when the sounds are put together** (sight recognition)

How do we teach children to read?

To develop rich knowledge and skills; children are explicitly taught daily word reading. Alongside this, children are exposed to language comprehension through our 'Talk Through Stories'. Word reading development is embedded into our phonics programme. Once children become more phonologically aware, the focus of reading shifts towards developing fluent reading.

How do we teach phonics?

At Raysfield we use *Read Write Inc.* to teach phonics. *Read Write Inc.* is a phonics scheme which teaches children the sounds of letters, what the letters look like and how we write them. Children learn to read words and sentences through reading books which are written using on the letters and the sounds children have learnt (and a small number of separately taught tricky words).

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Once children have completed the phonics programme (usually during Year 2), they experience different types of reading lessons each aimed at developing fluent, confident readers:

- Fluency reading
- Extended reading
- Close reading

Scaffolded Reading

In Year 1, once children have learnt a number of sounds and can put these together to read words, they need daily practice in reading. We use an approach called 'scaffolded reading'. The teacher shows the children how to read at the right speed, use expression, and stop at the right places. They also model how to sound out words and put the

sounds together. Children then read the text back to the teacher – this is called repeated reading. As the year progresses, children then begin to practise reading the text to partners while the teacher moves around the room ‘listening in’.

Talk Through Stories

Talk Through Stories is an approach designed to help young children develop language, comprehension, and vocabulary through structured story time sessions.

This approach builds a strong foundation in language and literacy and supports children to develop crucial speaking and listening skills.

Key elements of this approach:

1. **Story-Based Learning:** Children engage deeply with a high-quality picture book over the course of a week or more.
2. **Repetition and Discussion:** The same story is read multiple times, with daily discussions to build understanding and confidence.
3. **Vocabulary Development:** Key words from the story are explicitly taught and reinforced through conversation and play.
4. **Oral Language Skills:** The focus is on talking - children are encouraged to describe, explain, and retell parts of the story using new vocabulary.
5. **Comprehension Focus:** Teachers guide children through the story structure, character motivations, and key themes.

What do we mean by fluency?

Fluency means being able to read smoothly and understand what you are reading. A fluent reader can read words correctly, quickly and easily, and with expression.

- **Accuracy:** Reading words correctly without mistakes.
- **Automaticity:** Reading quickly and easily. How fast a child reads depends on their reading skill, purpose, and whether they read out loud or silently.
- **Prosody:** Reading with the right tone, rhythm, and expression—like natural speech.

Why Fluency reading?

Teaching children to read fluently is essential because fluency serves as the bridge between decoding (sounding out words) and understanding them. When readers don't

have to focus on decoding each word, they can better understand the text's meaning, make connections to what they already know, and build a mental picture of the text.

What do we mean by Extended Read?

An Extended Read is a structure for teaching reading that is designed to give children plenty of experience of the written English Language.

Why Extended Read?

An Extended read allows children to spend more time focusing on a longer text to improve reading fluency, vocabulary, and an understanding of the structure of the text. The aim is to help children build reading stamina and understand the main ideas of the text.

What do we mean by Close Reading?

Close Reading is a structure for teaching reading that is designed to engage children in deeper exploration of texts. A shorter piece of the current text is used to zoom into and discuss.

Why Close Reading?

The aim of Close Reading is to carefully consider the ways authors use language and the impact that this language has on different readers.

Through the discussion of texts, children are encouraged to see that texts can be understood in different ways and that these views and opinions can be discussed.