



South Stoke Primary School
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Nr Reading
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Headteacher - Miss Amanda Rogers

Reading at South Stoke Primary School
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Teachers promote and value reading as an enjoyable activity and a valuable life skill.

EYFS

Children complete daily phonics sessions following a systemic phonics scheme: Twinkl Phonics; which allow opportunities for children to develop and practise their reading skills each day. Children have their phonics knowledge and skills baselined within two weeks of starting school and daily sessions started once baselines completed. Children are given sounds and words to practise at home. Once children are able to decode and blend sounds they are given phonetic reading books to share with adults at home and in school. Children will read each text at least 3 times, with the first read to focus on decoding skills, the second read focuses on developing and building fluency and the third children's comprehension skills. Children may require more than 3 reads to practise and develop their decoding and fluency.

Key Stage 1

Children complete daily phonics sessions following a systemic phonics scheme: Twinkl Phonics; which allow opportunities for children to develop and practise their reading skills each day. Children are given phonetic reading books to share with adults at home and in school. Children will read each text at least 3 times, with the first read to focus on decoding skills, the second read focuses on developing and building fluency and the third children's comprehension skills. Children may require more than 3 reads to practise and develop their decoding and fluency. Children also have daily guided reading sessions; children are grouped for these based on their reading ability. Children are introduced to VIPRS and use these to help them develop their reading comprehension skills. Guided Reading sessions follow a specific sequence; first session, as shared reading to introduce texts and activate thinking, second session, focuses on vocabulary, third and fourth sessions focus on reading skills, through talk for reading activities and the fifth session focuses on applying skills to answer written questions. Children also have opportunities to develop and practise reading skills within discrete English lessons. Children that require further support have specific interventions including precision teaching, interventions linked to phonics scheme, dyslexia gold. Children are also heard to read 1:1 with an adult at least 3 times a week, by an adult in school, once by the class teacher, once by the class TA and once by a trained volunteer. Children who require it are heard every day.

Key Stage 2

Children develop their reading skills through the use of VIPERS. Children have several guided lessons a week that follow the same pattern as Key Stage One but through a condensed number of sessions normally 2 or 3 a week. Children also have opportunities to develop and practise reading skills within discrete English lessons. Children that require further support have specific interventions including precision teaching, interventions linked to phonics scheme, dyslexia gold. Children are heard 1:1 with an adult as well, the number of times this happens throughout the week depended on the individual needs of the child.