

Contact Us

Central Primary

Central Primary - Lower Site

Milburn Road
Ashington
Northumberland
NE63 0AX
01670 810570

Central Primary - Upper Site

Third Avenue
Ashington
Northumberland
NE63 9BE
01670 813111

<https://centralprimary.co.uk/>

Bothal Primary

Bothal Primary - Lower Site

Wansbeck Road
Ashington
Northumberland
NE63 8HZ
01670 812324

Bothal Primary - Upper Site

High Market
Ashington
Northumberland
NE63 8NT
01670 812360

<https://bothalprimary.co.uk/>

ASHINGTON
LEARNING
PARTNERSHIP

Reading at ALP



Our implementation strategy has two key strands:

1. Phonics/Early Reading
2. A Love of Reading

At Ashington Learning Partnership we are determined to ensure that all children regardless of their needs, ability or background learn to read.

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*“If you don’t like to read, you
haven’t found the right book.”*

– JK Rowling

Developing a Love of Reading

On our website is a list of 100 books for all children to have the opportunity to read. You will see lots of these books popping up in your child's book bag, but if you have a favourite, please let us know and we will try our best to send it home. We are sure you will spot lots of the stories you know and love from your own childhood. You are more than welcome to come along to the school library and select books to share at home. Further details are available via our website and Facebook page regarding parent workshops, events and opportunities to learn more about our phonics and reading systems in school.

Whole School initiatives

Class Reader – Our teachers are expert story tellers! We plan daily opportunities for all children to be read to. Pupils recommend their favourite books to the class and share opinions.

Library Sessions- Pupils visit our fabulous libraries on a weekly basis giving them the opportunity to explore a variety of books.

Home-School Reading- Pupils who have gone above and beyond in reading at home and at school receive a prize in the Celebration Assembly. The class with the most reads get an extra playtime.

Home-School Reading

Little Learners and Nursery -

Reading to your child and instilling a love and enjoyment of books is really important. To help with this, your child will bring home a story book. Please read this book to your child each day and return their Reading Wallet into school daily in order for us to share these stories in school. Should you wish to change your child's reading book, please place it in the red box in their classroom for their class teachers to change.

Reception, Year 1, Year 2 and selected pupils

If your child is part of our RWI programme, they will receive a 'My Book Bag' book which is phonologically matched to the phonics scheme read in school. They will take this book home each Friday to read at home to you and it will be changed the following Friday. Your child should be able to read this story without it being too challenging as it is pitched at the correct level. Children are assessed every 6 weeks by our Reading Leaders to ensure children are reading at the correct stage. Please listen to your child read this book daily or as a minimum, 3 times per week and note in the Pupil Planner.

Additionally, your child will also bring home a library book. Please read this book to your child each day and note in the Pupil Planner. We ask that children bring their Reading Wallet into school each day to enable our Reading team to hear them read. Should you wish to change the story book, your child will place it in the red box in their classroom for class teachers to change.

Accelerated Reader

Pupils working beyond the RWI scheme will bring home a home reader to read at least three times per week. This should be a combination of them reading to you and you reading to them. We ask that pupils bring their Reading Wallet into school each day to enable our Reading team to hear them read. Should you wish to change their book, your child will place it in the red box in their classroom. Prior to changing their book, your child will complete a quick quiz to check their level of understanding. This will help us to check that their reading books continue to be at the right level. Staff will guide pupils to select an appropriate book within a band as their home reader; however, your child will have lots of opportunities to explore and select additional books should they wish.

Reading Intent

ALP is determined that every pupil will learn to read, regardless of their background, needs or abilities.

Our phonics programme matches or exceeds the expectations of the English national curriculum and early learning goals. Our school has clear *expectations of pupils' phonics progress term* by term, from Reception to Year 2, (and beyond, where needed, recognising and addressing the school's *previous under* performance) and our phonics programme aligns with these expectations.

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.

Implementation

The assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, so that targeted support can be given immediately.

ALP has developed expertise in the teaching of phonics and reading that ensures consistency from one year to the next. Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.

Teachers have a clear understanding of how pupils learn to read. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.

Parents are clear about their responsibility regarding early reading. Staff read aloud stories, poems, rhymes and non-fiction that develop pupils' vocabulary, language comprehension and love of reading.



Phonics

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” –Dr. Seuss

At ALP we use a synthetic phonics programme to teach reading called 'Read Write Inc' (RWI) produced by Ruth Miskin. We are part of a two year DfE funded project to develop expert Reading teachers, ensuring every child learns to read, regardless of their background, needs or abilities.

As children progress and can decode fluently they move onto the Literacy and Language part of the programme which *develops children's* comprehension, vocabulary, writing, critical thinking and discussion skills and grammar –in a fun and meaningful way.

Read Write Inc Phonics is a method of teaching reading which is centered around learning the sounds of the letters (phonics), and then blending them together to read words. Pupils also learn to break down words into individual sounds in order to write them.

How it works

Pupils are assessed and carefully grouped according to their ability by our Reading Leaders. They work in small groups with a specially trained reading teacher. Every six weeks, pupils are assessed again to check they have made progress and regrouped. 1:1 support is put in place to tutor pupils who may need extra help. In addition to the RWI programme, pupils work on early literacy skills, writing skills and storytelling in their classes with their class teacher.

READING

Pupils will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- Learn to read words by blending the sounds together
- Read lively stories featuring words they have learnt to sound out
- Show that they understand the stories by answering 'Find It' and 'Prove it' discussion questions.

WRITING

Pupils will:

- Learn to write the letters/letter groups which represent the 44 sounds (graphemes)
- Learn to write words by sounding them out and then writing the corresponding graphemes
- Learn to write simple and then increasingly complex sentences
- Compose a range of texts using discussion prompts
- Compose stories based on picture strips.

TALKING

Pupils will:

- Answer questions to practise every activity
- Take turns talking to each other
- Give positive praise to each other.