



Reading at



We strongly believe that reading is one of the most important skills that children can master at primary school. We want our children to not only enjoy reading, but use reading to help them grow, blossom and flourish.



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The Importance of Reading



What do our children say?

I like reading because it makes me feel happy and I feel I can read words myself now without having to ask.

Age 9

It's so exciting when you turn the next page. I can't wait to find out what happens next and see if my prediction was right.

Age 7

Books create whole new worlds and these worlds are yours. I feel happy in my world like I'm a character in the book.

Age 10

Books are like a teleporter, it sends you away to a whole different place. Your book – your mind. You can make pictures in your head.

Age 11

I like reading funny books. I think reading really helps me with my writing.

Age 6

I like it because you get to learn new words and so I feel I know more about the world.

Age 8

I like bug books because I like finding out about new species.

Age 5

I like to learn all about history through my reading.

Age 9

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads A student who reads A student who reads

20:00

minutes per day

5:00

minutes per day

1:00

minute per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

 SCHOLASTIC

Research shows that a child who reads every day does better at every stage of their education. We see this in school, where the children who read the most, make most progress. We are very fortunate at North Stainley Primary, to have the support of families and community members who help us to promote the importance of regular reading.

Reading through School



Overview:

At North Stainley CE Primary School, we are committed to teaching our children to become skilled readers who develop a comprehensive understanding of words, language, vocabulary and texts as they move through school. **They learn to read and then read to learn.** By providing children with a range of strategies, we aim to ensure that they develop a love of reading so that they can read for purpose and pleasure.

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Read Write Inc. Phonics/spellings programme daily						
Small Group reading sessions (RWI)						
Story Time daily (<i>being read to</i>)						
	Whole Class/ Year Group reading sessions					
	2 times a week					
Individual Reading Book (Phonics book and Reading for Pleasure Book)						

EYFS and KS1

For a child to enjoy reading they need to be able to access text at their level. All individual and group reading books in Reception and Key Stage One match the children's phonic knowledge, ensuring all Reception and most of Key Stage One words can be decoded. In Reception and Year One, all children are involved in daily group reading sessions through Read Write Inc. and daily whole class story time. When children enter Year Two, regular group reading sessions take place alongside working with a class book. In addition to this, all children have their own individual reading book(s). In Reception and Year One, the children will have a phonetically decodable book and a book to read for pleasure, which is closely matched to the individual child's phonics knowledge and is taken home every evening.

KS2

In Key Stage Two, whole class reading lessons are daily. Lessons are centred around a high quality text selected by the class teacher, often linking closely with the overarching topic within their class. Specific reading skills are then explicitly taught and practised. While reading skills are being taught explicitly, the reading content is relevant, inspiring and purposeful and becomes the driver for developing wider subject knowledge.

All pupils in Key Stage Two have their own individual reading book. Children select a book from a wide range of genres including picture books and graphic novels, non-fiction information books, biographies, poetry and novels. These books have been specifically selected by our teachers to form part of their year group's reading scheme. The children choose to work their way through the reading scheme in whichever order they wish. Reading progress is monitored through reading diaries. Once a book has been finished, the child writes a review for our library review folders. Having high expectations is very important and all children are expected to read at home for twenty minutes a night.

In addition to this, children may also be reading their own books from home, the local library or the main school library.

Skilled Readers



Reading Vipers

We use the term 'VIPERS' in all classes throughout school as a reading prompt to help improve key reading skills. Children are explicitly taught each skill through a range of high-quality texts and variety of genres. This consistent approach when using terminology helps to ensure children have a strong understanding and teachers have a specific focus in reading sessions.

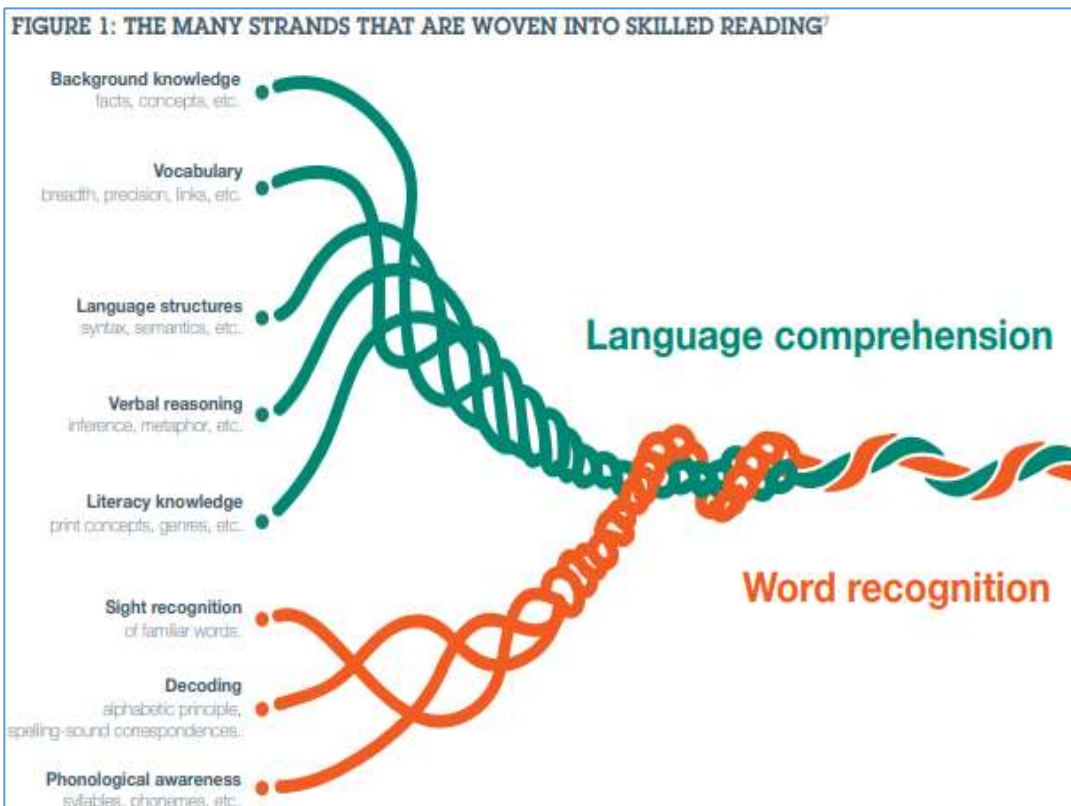
Vocabulary

Inference

Predict

Explain

Retrieve



Reception and Year One Reading



Reading is a part of all that we do in EYFS and Lower Key Stage One, whether that be reading a thought provoking question during continuous provision, reading a story in phonics, reading key vocabulary cards or just enjoying a book for pleasure. In order to learn to read, we use the Read Write Inc. reading scheme.

Phonics

The Read Write Inc. reading programme was designed by Ruth Miskin (one of the UK's leading authorities and renowned for her contribution to the education of reading) and is a systematic, synthetic scheme that is used throughout the school for a consistent approach. Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

In relation to reading, the children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then they learn to read the same sounds with alternative graphemes. Phonic books are then closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency also progresses and increases. Along with a thought-provoking introduction and prompts for thinking aloud and discussion, children are helped to read with a storyteller's voice. This is just another way to engage them in reading.

Children will be introduced to 'Ditty Books' when they successfully begin to read single words. Children use sound-blending when they are ready, and this is modelled by the teacher through Freddy Fingers (Fred Talk). The children start to take home phonics books once they have been read and discussed within the phonics lessons. Children will then be challenged to use their developing phonic knowledge to read speed words, answer questions and even start to write their own simple sentences.

Within all the books the children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable as well as challenge words that need to be learned by sight to extend children's vocabulary. **Green** words are linked to sounds they have been learning and are easily decodable using Freddy Fingers and blending techniques.

The books get progressively more challenging and therefore require the children to apply their knowledge of sounds and red words more often.



This phonics scheme then progresses onto the Read Write Inc. Spelling Programme from Year Two onwards, following the children passing the Statutory Phonics Screening. Should they not meet the pass mark, these children will take part in Read Write Inc. interventions, through until Year Six if needed.

Group Reading

Group reading takes place through many different outlets in EYFS and Lower Key Stage One.

- Read Write Inc.
- Guided Reading
 - Group
 - Whole class
- Talk for Writing (literacy)
- Story Time

Weekly Reading Plan (Read Write Inc./Guided Reading session)

	Focus	Explanation
Read One	Decoding the book	Children use their phonic knowledge to decode the words on the page. Focus is solely on this, rather than comprehension.
Read Two	Reading for speed/fluency	This is another opportunity for the children to apply their phonic knowledge but slightly quicker. They should recognise some of the words the second time round. Adults model prosody (intonation, expression, pausing and freezing) when they read.
Read Three	Comprehension	This time, the children read the book again and by now they are quite familiar with the words. We ask the children what they think about what is happening as they read. It is important they understand what they are reading.

Individual Reading

Children are encouraged to read at home at least three times a week with family members. Reception children are given a bookmark with questions on that were developed with the Early Years framework in mind. The Year One children are sent home with a 'VIPERS' bookmark with a range of questions suitable for the Year One reading curriculum for them to answer in relation to what they have/are going to read. We also have volunteers, parents and members of the community who come in to listen to the children read. Staff within school aim to listen to each child read at least once a week, to monitor progress and find gaps that need addressing in future reading/phonics sessions or one-to-one intervention.

Whole Class reading - Talk for Writing

At North Stainley we use Talk for Writing in Lower Key Stage one and Reception as we have a strong belief that writing isn't just about constructing words, which could limit some children's progress and engagement. Instead, we believe that Literacy is about building up vocabulary, understanding the structure of stories and other genres and understanding the importance of word choice and order. This is where a very active, physical and reading aloud approach comes in: Pie Corbett's Talk for Writing. This helps the children with their phoneme/word recognition, blending and reading, being actively involved, communicating with peers and developing a love for literacy. The children are encouraged to read and recognise letters and words from the story we are working on before we follow the Talk for Writing structure of putting the story into symbols and actions.



Year Two Reading



Phonics/Spelling:

Systematic synthetic phonics continues to be taught in Year Two. The first part of Year Two is spent revisiting Set 3 sounds of the Read Write Inc. programme, looking at alternative spellings and creating 'best guess' rules for children to use and apply. The children then follow the Read Write Inc. Spelling Programme learning prefixes and suffixes. The children are also taught to explore etymology and develop spelling patterns based on their understanding of the root of the word.

Group Reading:

In Year Two, children read within a small group once a week. Within these groups, the children read an age appropriate book as well as discussing their ideas and opinions about it. This creates a real chance for the children to understand what they are reading and clear up any misconceptions. We focus our theme of questions on the 'VIPERS' framework strands.

We also focus our teaching on the National Curriculum and the end of Key Stage One English Reading framework. We use this to assess the children each time they complete a group reading session.

Individual Reading at Home:

Children continue to progress through the reading scheme at their own pace and reading level. The books are divided into different genres so that children are exposed to a wide variety of fiction and non-fiction books. This broadens their knowledge, vocabulary and interest. The choice of book is monitored by the class teacher to ensure that it matches the child's reading ability. There are opportunities for children to change their book every day if they have read it three times and show a solid understanding when asked comprehension questions. If a child needs further support to meet age-related expectations they will read with an adult in school on a regular basis.

Whole class reading sessions:

Whole class reading sessions are based around a text that is initially unfamiliar to the children. This could be from a whole class book or a text from the Read Write Inc. Language and Literacy programme. The teaching focus of each lesson is on one of the VIPERS framework strands. We use questioning and activities to develop these skills and deepen their understanding of a text.



Lower Key Stage Two Reading



In Lower Key Stage Two, children read a variety of quality texts in order to develop their reading skills.

Introducing a new text- arousing curiosity and making predictions

Children are hooked into a new text or story through sharing clues or keywords from the blurb. This arouses curiosity, provides opportunities to make predictions and engage their prior knowledge, looking in isolation at key words and paving the way to reading the book.

Whole class reading - building vocabulary and developing fluency

Through techniques such as 'Click and Clap' (click and everyone reads, clap and say a name and that person reads), children read a text together. New words are decoded using phonic knowledge and, through dialogic discussion, we are able to agree definitions of unfamiliar vocabulary. Plot and key events are discussed, questioned and summarised as children work together and independently to deepen their understanding of the text.

Dialogic Talk- tool for engaging with the text

Talk and discussion play a central role in deepening understanding of a text. Children discuss questions which require them to draw on evidence from the text and justify their answers. They are free to disagree and work hard to justify their choices. Through this process, a cumulative effect deepens their comprehension and prompts children to probe their understanding of the text.

Utilising a range of activities- making comprehension and reading fun

Independent and group reading challenges provide children with different ways of developing their comprehension skills. The children engage with texts by making predictions, summarise the text through a visualisation and take part in 'True/False/ Prove It' activities to promote retrieval skills and discussion.

Using drama- tool for deepening engagement and inspiring creativity

Through a range of drama techniques, children are provided with opportunities to further their understanding of texts and engage on a deeper level with the characters they encounter. Texts provide a departure point into creative story making and give children opportunities to deal with broader themes.



Vocabulary across the curriculum

Children discuss new words and build a wider understanding of vocabulary through building word families and exploring the meaning and etymology of different words. This provides a wider context to learning and enables children to make connections to prior and future knowledge. Subject specific and technical vocabulary is introduced and phonic knowledge from Reception and Key Stage One is applied to develop fluency and understanding.



Upper Key Stage Two Reading



In Upper Key Stage Two, the children continue to explore a wide range of high-quality texts in sessions designed to improve their comprehension skills, thus deepening their understanding of texts and enthusing them to write.

Choice of text

The majority of texts are chosen to align with our topics. This enables the children to connect with what they are learning and what they are reading at a deeper level, and strengthens their engagement in both. Other texts are also used to ensure that children experience a variety of genres and that they are able to apply their skills to more unfamiliar subjects.

Focused reading sessions

Each of our reading sessions are based around the 'VIPERS' system and are carefully designed to give the children the opportunity to develop these skills in ways which are interesting and challenging. This includes working individually, with partners, with small groups and as a whole class. These sessions can also link directly into the writing that the children produce.



Dialogic Talk

In reading, much of our learning takes place through talk, discussion and debates. We dive deeply into the themes and concepts within texts, deciding whether we agree or disagree with a variety of statements. Through the use of dialogic talk, we are encouraged to explore a range of perspectives. At all times we use evidence drawn from the texts to support our arguments, and it is expected that children are able to explain their thinking.

Reading at home

In addition to borrowing books from the KS2 reading scheme, the children are also given comprehension work to complete at home. These activities provide a starting point for discussion within the classroom and allow us to explore how we have interpreted the same text in different ways.

Learning through drama

As with the rest of the school, drama forms an important part of how we teach English. Class texts provide us with starting points which we then use to ignite the children's imaginations through drama. By exploring new ideas and concepts in this way, the children are able to improve their understanding of texts as well as their engagement with the writing that emerges from the drama.



Reading partnership

In Year 5 and 6 we have established reading partnership programmes with younger children in the school. Not only does this support the learning of the younger children, but it also provides the older children with the opportunity to think about questioning. In turn, this supports the improvement of their comprehension skills.

Class Reading Schemes



Decodable Book Scheme

Reception and Year One children will each have a phonetically decodable Read Write Inc. book to take home, alongside a reading book for pleasure. Their phonetically decodable book will go alongside their learning from phonics lessons. These start to go home after assessments have been completed in the start of the Autumn Term.

Red	1- Green	2- Purple	3- Pink																																																																																																																																							
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Class Reading Schemes (EYFS, KS1 and KS2)

In each class, children can choose from their class reading scheme. This scheme is made up of a range of highly recommended titles appropriate to each age group, which each class teacher has chosen. These are updated regularly, based on feedback from the children, and new books are added. Children can read the books in any order. Although we expect children to work through the titles in the reading scheme, we are also mindful of empowering the children with the flexibility to follow their own interests too. Therefore, they may also choose books from home or from another library area.

School Reading Areas

Library reading areas can be found in each class where there is a good stock of non-fiction texts for reference and pleasure. We have book monitors from each class who have taken on the role of ensuring the books are well looked after, kept clean and always in the right place organised by categories. All classrooms have a quiet space for reading; there are many books to choose from with comfy cushions to help children relax and enjoy reading. The books are changed and replenished regularly.

Class Reading Schemes Breakdown

Style of Reader	Abbreviation, colour and Level Count	Summary of Style
Beginner Reader	BR  0-125	Not yet able to access print independently. <ul style="list-style-type: none"> > They can draw on picture cues and patterns of language. > They may join in with simple nursery rhymes, songs, poems and rhyming texts. > They are reliant principally on memory of the story.
Early Reader	EaR  125-225	Able to tackle known and predictable texts with growing confidence but still needs support with new and unfamiliar texts. <ul style="list-style-type: none"> > They are able to draw on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words, starting to then read and understand simple sentences. > They are starting to have a recognition of a core of known words. > They show a growing ability to make sense of what they read. > They draw on illustrations and their knowledge of language and the world around them, as well as the words on the page. > They are developing a growing enthusiasm for a wider range of texts, which may include simple information and picture books.
Developing Reader	DR  225-325	Gaining control of the reading process, linking reading to their own experiences and are able to read simple texts independently. <ul style="list-style-type: none"> > They show interest in a growing range of reading materials and are able to branch out into other books and texts; simple information texts, poetry, picture books, digital texts and the environment. > They apply developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternate pronunciations for graphemes, checking that the text makes sense. > They can read words containing common suffixes and contractions and understand their purpose within the text. > They have a more extensive knowledge of sight words. > They are beginning to develop fluency through recognition of larger units.
Moderately Fluent Reader	MFR  325-650	Well launched on reading, reading with confidence for more sustained periods but still needs to return to a familiar range of texts whilst at the same time starting to explore new kinds of texts. <ul style="list-style-type: none"> > They can look at larger units of words to help them to decode more effectively and read more fluently. > They are developing confidence in tackling new kinds of texts independently. > They show growing enthusiasm for a wider range of reading materials that they self-select eg. Information books/ longer picture books/ comics/ graphic novels/ age appropriate newspapers/ short chapter books/ a range of digital texts.
Fluent Reader	FR  650-725	Capable readers who now approach familiar texts with confidence but still need support with unfamiliar materials. <ul style="list-style-type: none"> > They are developing stamina as readers, are able to read for longer periods and cope with more demanding texts. > They rely less on phonics and can identify larger units such as syllables, using these to decode unknown words. > They are independent with familiar kinds of texts such as shorter chapter books and they can use information books and materials for straightforward reference purposes.
Experienced Reader	ExR  725-900	Avid readers making choices from a wide choice of material, they are comfortable with both reading silent and aloud to others. <ul style="list-style-type: none"> > They are fully launched as readers, whom are able to confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency.
Independent Reader	IR  750-900	Self motivated, confident and experienced and may be pursuing particular interests through reading. <ul style="list-style-type: none"> > They are capable of tackling some demanding texts and can cope well with reading of the wider curriculum. > They read thoughtfully and appreciate shades of meaning. > They are willing to take on more extended and challenging texts.
Mature Independent Reader	MIR  900-1000+	Enthusiastic and reflective with strong, established tastes across a range of genres and reading materials. <ul style="list-style-type: none"> > They enjoy perusing their own reading interests independently, have read and demonstrate familiarity with a wide range of books.

Developing a Love for Reading



Adults coming in to share
their favourite books



Author Visits

Book Corners and Reading
Areas in every classroom



Celebrating World Book
Day



Information Evening for
Parents



Parent and community
member volunteers



Class Books

Reading Week

Story time in class

Parents reading
in school

Visits to the local
library

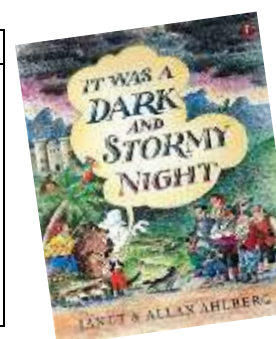
Reading Scheme Books Year Three



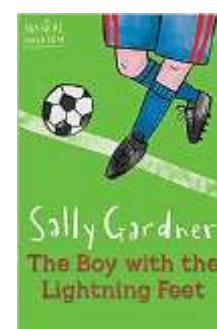
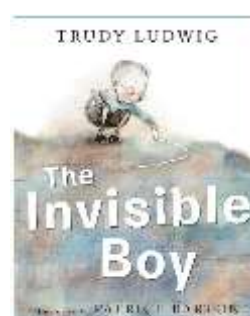
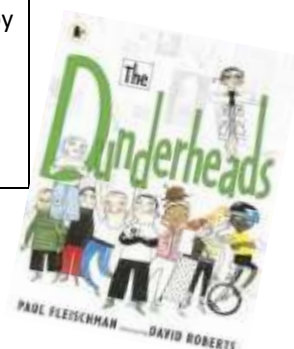
Fiction					
Adventure	Real Life	Sport	Fantasy	Other Cultures	Animal Stories
Unfortunately the Milk by Neil Gaiman Kensuke's Kingdom by Michael Morpurgo	Cool by Michael Morpurgo The Dunderheads by Paul Fleischman	The Boy with Lightning Feet by Sally Gardner	The Minpins by Roald Dahl The Iron Giant by Ted Hughes	Grandpa Chatterji by Jamila Gavin Cinnamon by Neil Gaiman	Charlotte's Web by EB White



Scary Stories	Classics	Poetry	Humour	Illustrated Stories
It was A Dark and Stormy Night by Janet Ahlberg	Winnie the Pooh by AA Milne A Bear Called Paddington by Michael Bond	Michael Rosen's A-Z from Agard to Zephaniah	The Hundred Mile an Hour Dog by Jeremy Strong The BFG by Roald Dahl	The Red Tree by Shaun Tan The Invisible Boy by Trudy Ludwig



Non-Fiction	Biography
Dragonology by Dugald Steer	101 Awesome Women who Changed the World On a Beam Of Light - A Story Of Albert Einstein by Jenny Beme and Vladimir Radunsky



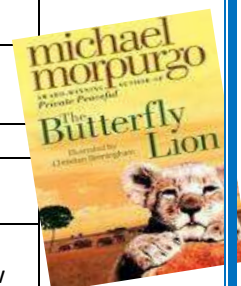
Reading Scheme Books Year Four



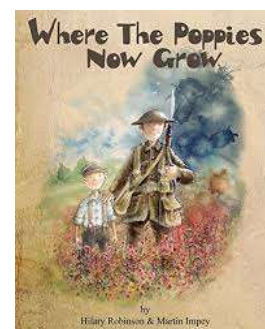
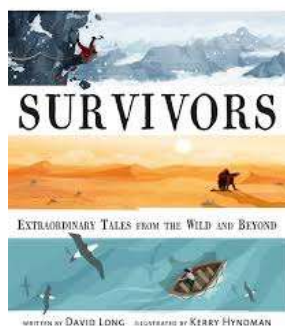
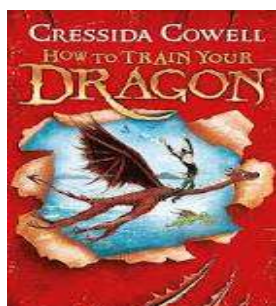
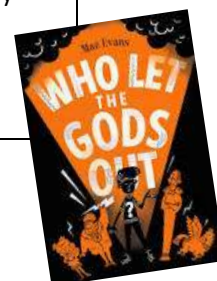
Fiction					
Adventure	Real Life	Sport	Fantasy	Other Cultures	Animal Stories
Tilly and the Time Machine by Adrian Edmondson	Flow by Pippa Goodhart	Over the Line by Tom Palmer	How to Train your Dragon by Cressida Cowell	Brightstorm by Varshti Hardy	Animals of Farthing Wood by Colin Dann



Fiction					
Scary Stories	Myths and Legends	Historical Fiction	Classic	Poetry	Graphic
Coraline by Neil Gaiman	Who let the Gods Out by Maz Evans	Escape from Rome by Caroline Lawrence	The Butterfly Lion by Michael Morpurgo	Gargling with Jelly by Brian Patten	Where the Poppies Now Grow by Hilary Robinson



Non-Fiction and Biography		Biography		
Pebble in my Pocket: A History of our Earth by Meredith Hooper and Chris Coady	Goodnight Stories for Rebel Girls by Elena Favilli Stories for Boys who Dare to be Different by Ben Brooks	Survivors by David Long	My Story by Benjamin Zephaniah	Greyfriars Bob by Richard Brassey



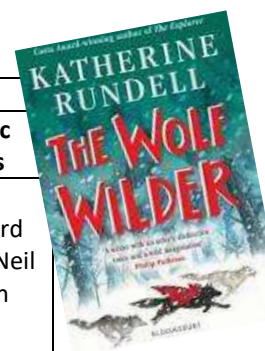
Reading Scheme Books Year Five



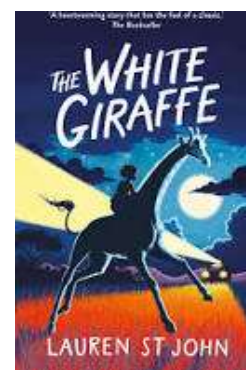
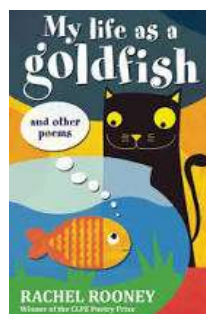
Fiction					
Adventure	Real Life	Sport	Fantasy	Other Cultures	Animal Stories
Adventure Collection by Bear Grylls	The Silence Seeker by Ben Morley Boy Going Solo by Roald Dahl	The Fastest Boy in the World by Elizabeth Laird	The Secret of Platform 13 by Eva Ibbotson	The Wolf Wilder by Katherine Rundell	The White Giraffe by Lauren St John



Fiction					
Scary Stories	Short Stories	Myths and Legends	Historical Fiction	Classics	Graphic Novels
Dial a Ghost by Eva Ibbotson Room 13 by Robert Swindells	Mayan Folktales by James D Sexton Amazing Stories of Women in Space by Libby Jackson	The Saga of Erik the Viking by Terry Jones	Street Child by Berlie Doherty My Secret War Diary by Marcia Williams	Danny the Champion of the World by Roald Dahl	The Graveyard Book by Neil Gaiman



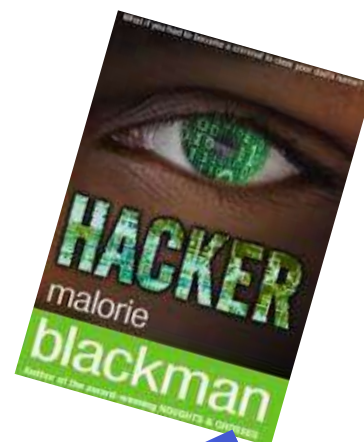
Poetry
My Life as a Goldfish



Reading Scheme Books Year Six



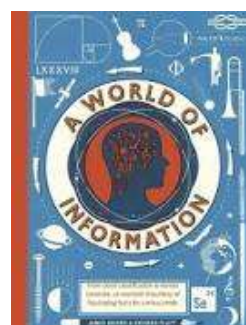
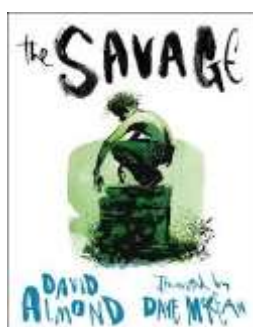
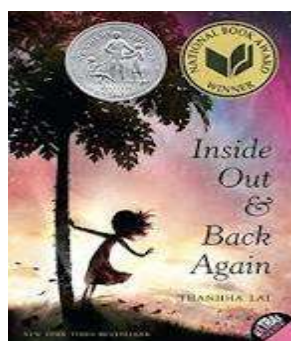
Fiction		
Fantasy and Adventure	Real Life	Historical
Cogheart by Peter Bunzi	Pig Heart Boy by Malorie Blackman	Goodnight Mister Tom by Michelle Magorian
The Girl of Ink and Stars by Kiran Millwood	Holes by Louis Sachar	The Machine Gunners by Robert Westall
	Hacker by Malorie Blackman	
	The Boy who Sailed the Ocean in an Armchair by Lara Williamson	



Fiction		
Graphic Novels	Classics	Stories from Other Cultures
The Promise by Nicola Davies	Skellig by David Almond	Journey to Jo'burg by Beverley Naidoo
The Savage by David Almond	The Borrowers by Mary Norton	Oranges in No Man's Land by Elizabeth Laird



Poetry	Non-Fiction
Inside Out and Back Again by Thanhha Lai	A World of Information by Richard Platt
Rhythm and Poetry by Karl Nova	The Way Things Work Now by David Macaulay
Poems to Live your Live by by Chris Riddell	



Glossary of Terms



When working with children in school, we use appropriate and accurate technical vocabulary and terminology. We believe this to be important as developing language and reading is about the business of words and the world is full of big words.

Adjacent consonants	Two (or three) letters making two (or three) sounds. E.G. the first three letters of strap are adjacent consonants. Previously known as a consonant cluster.
Blending	The process of using phonics for reading. Children identify and synthesis/blend the phonemes in order to make a word. Example, s-n-a-p blended together, reads snap.
Consonant Digraph	Consonants which make one sound. For example sh, ch, th, ph.
CVC, CCVCC etc.	Abbreviations used for consonant-vowel-consonant and consonant-consonant-vowel-consonant-consonant words, used to describe the order of sounds. For example cat, ship and sheep are all CVC words. Black and prize could be described as CCVC words.
Decoding	The ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. It is knowing how to break up a word into its individual phonemes to then blend together to read.
Dialogic Teaching	Dialogic teaching harnesses the power of talk to stimulate and extend student thinking and advance their learning and understanding. It empowers the student for lifelong learning and active citizenship and is characterised by, amongst other things, a classroom climate that values and encourages exchanges between teachers and students which chain together into coherent and deepening lines of enquiry.
Digraph	A combination of two letters representing one sounds, as in 'ph' and 'ay'.
Etymology	The study of the origin of words and the way in which their meanings have changed throughout history. Research shows that looking at word etymology prompts children to become word curious. It also means that, instead of learning one word at a time, they will have the keys to decode many more words as they encounter them in their reading.
Grapheme	A letter or group of letters representing one sound (phoneme) eg. ck, igh, sh.
Morphology	Morphological awareness is an understanding that prefixes and suffixes can be added or taken away to change the meaning of a word. Knowledge of morphemes can make spelling of complex words or spelling exception words easier for students to remember. It enables children to identify root words and build word families effectively.
Phoneme	The smallest unit of sound in a word.
Split Digraph	A split digraph is a digraph that is split by a consonant. Usually a long vowel sound, e.g. a-e (cake), i-e (five), o-e (code), e-e (sphere) and u-e (rule).
Synthesising	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. Example, s-n-a-p blended together, reads snap.
Synthetic Phonics	This is a way of teaching reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent. Children can then start to read words by blending (synthesising) the sounds together to make a word.
Trigraph	Three letters which together make one sound. For example, igh.
Vowel Digraph	A digraph in which at least one of the letters is a vowel; ea, ay, ai, ar.

About North Stainley CE Primary School



Understanding how we love to read means understanding us as a school.

North Stainley CE Primary School is a small village Church of England Primary school in a beautiful, friendly village in North Yorkshire. We have a wonderful, hard working, dedicated staff and a very supportive local community.

We are located in the original school building, dating from 1871 but also use the village hall for teaching, PE, drama productions, events and lunches.

Our children are happy, confident learners and we work closely with other local schools in the Ripon Rural Cluster. As a church school our Christian Ethos is at the centre of everything we do. We have very close links with our local church, St.Mary's, North Stainley.

