

Canon Popham C of E Primary Academy

Statement of Intent for Early Reading and Phonics

Intent

At Canon Popham C of E Primary Academy, we value reading as a key life skill, and are dedicated to enabling our pupils to become confident, fluent, lifelong readers. To ensure children can become successful readers by the end of Key Stage 1, we aim to:

- Teach the English alphabetic code through daily phonics sessions. First children 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.
- Ensure children experience success from the very beginning. Lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words.
- Develop children's fluency by providing opportunities to re-read stories.
- Read to the children each day to foster a love of reading and to model the use of phonics, encouraging children to join in.
- Provide a reading area that is filled with books suitable for children's reading age, including access to phonetically decodable texts. This is a comfortable place for children to read throughout the day.
- Encourage families to read at home with their child daily and make comments in their child's reading record. Children work through our school reading scheme – these are books which match the child's phonetic decodable ability and are changed weekly.

Implementation

At Canon Popham C of E Primary Academy, phonics is taught daily across Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) as well as in intervention sessions across Key Stage 2 (KS2). Within the daily phonic sessions, children are encouraged and supported to not only develop their decoding skills but also develop their comprehension and fluency skills.

As soon as children start in our Nursery, we begin the teaching of phonics and start to develop children's love of books by modelling reading, sharing stories and encouraging children to explore a range of books as part of their daily routine. Our emphasis is focused on developing children's speaking and listening skills to lay the foundations for their future phonics learning.

In Reception, Year 1 and Year 2 (Autumn term) we use a synthetic and systematic phonics programme called 'Read Write Inc.' produced by Ruth Miskin. Read Write Inc. Phonics matches the requirements of the National Curriculum for reading, writing and spelling. It provides a systematic and consistent approach to teaching letter sounds and blending them together to read and write words.

In Reception, children are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make – such as ‘sh’ or ‘oo’ and then blend these sounds together from left to right to make a word. Children can then use this knowledge to ‘decode’ new words they hear or see.

In KS1 we continue to develop children’s phonics knowledge through the Read, Write Inc. programme. The children learn set 2 and 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound (‘graphemes’), for example ay, a-e, ai. This enables children to become more confident with not only their decoding and reading skills, but also spelling (encoding) skills. These skills are also transferrable to writing. In Year 1 there is a greater emphasis on the reading of the sounds (decoding), whereas in Year 2 this progresses by using the graphemes more in spelling (encoding).

Planning

Each daily phonics lesson follows the TEACH SIMPLY lesson structure which includes the following elements:

- Revise – overlearn the previous graphemes and words
- Teach – introduce a new grapheme/words
- Practise – develop GPCs (grapheme phoneme correspondences)/read and spell new words
- Apply – use new graphemes/words in games and activities to secure knowledge
- Assess – monitor progress within each phase to inform planning

In Nursery, teaching staff focus on language acquisition as well as oral blending and segmenting.

In Reception and KS1, reading group leaders follow the detailed lesson plans in the Read, Write Inc. handbook to deliver Set 1, Set 2 and Set 3 phoneme/grapheme correspondence. Children are introduced to the first 40+ sounds of the English alphabetic code and as the programme progresses, children are taught the alternative graphemes of those taught in set 1 and set 2. Children are supported to consolidate previous learning of phoneme/grapheme correspondence as part of their daily lessons. This helps learners to know and remember in the long term the content they have been taught and integrate through reading core storybooks which contain sounds that they are confident in reading and build cumulatively on their phonic knowledge. The storybooks follow the sound teaching sequence to ensure children are able to decode the books they are given and that they experience success; each book is read three times in class, once for decoding, once for comprehension and finally once for fluency, so they learn to read with confidence and fluency.

Children who are not secure in the Read, Write, Inc. programme continue to access interventions to support their individual gaps.

Mixed-ability grouping

All children in EYFS, KS1 and, where necessary KS2, have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their phonetic needs. Children read aloud daily during phonics or whole class guided reading lessons.

Children are grouped across EYFS and KS1 and use Read, Write Inc. phonic based materials and reading core story books. These books are closely matched to their increasing knowledge of phonics and the 'red words'. This ensures that there is consistency between our phonics and reading sessions and that children apply their new phonics knowledge to reading books, giving them a purpose and sense of achievement.

When children have completed the Read, Write, Inc phonics programme, reading is developed during whole class guided reading sessions, using high quality texts and focused skill teaching. Children develop their key reading skills of decoding, Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising (VIPERS). Children continue to develop their reading fluency skills, building upon their phonics knowledge and skills. Strong links are made between reading and writing. Children develop a rich and extensive bank of vocabulary through the daily teaching of Robust Vocabulary Instruction (RVI) linked to Tier 2 vocabulary and the text during every phonics and reading session ensuring new vocabulary is embedded. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their learning themes across the wider curriculum.

Intervention

Teachers focus on helping pupils to keep up, not catch up. Should a pupil need further help, teachers are trained and supported in providing additional sessions either one to one or small group to address any gaps identified. Crucially, those that do require extra help also continue to take part in the same lessons as their peers to ensure they will catch-up quickly.

Children's work and feedback

Phonics work is generally oral, however some activities are recorded and can be found in the children's reading work books. Most of our feedback in phonics is oral and at the point of learning, and written feedback supports this where it is useful. The children answer questions about their reading orally and as they progress through Year 1 the children are introduced to recording their responses in writing.

Assessment

Assessments cover accuracy and fluency in reading, including knowledge of grapheme-phoneme correspondences, sound blending, phonically regular words and non-words up to multi-syllabic words. Children are regularly assessed to check their progress. Particular

assessments focus on the phonemes children must know to meet the requirements of the Phonic Screening Check; any gaps which are identified are addressed through intervention to ensure children make sufficient progress.

Children are assessed half termly using the Read, Write Inc. assessment materials. Teachers plot children onto a tracking grid; this ensures children's progress can be closely monitored and those requiring further support are grouped appropriately for interventions.

Furthermore, teachers can plan precisely which grapheme-phoneme correspondences a child needs to learn next, the child's next fluency target, and which accompanying Read Write Inc. storybooks the child should read next.

In addition, teachers assess children regularly against the Reading Key Performance Indicators (National Curriculum) and against the Reading Early Learning Goal (EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning.

As well as this, children in Year 1 participate in the national phonics screening check which takes place every year in June. Children who do not pass in Year 1 are able to retake the phonics screening check when they are in Year 2.

Impact

Through the teaching of synthetic and systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of the Early Years Foundation Stage and at the end of Key Stage 1. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.