



How We Teach Phonics and Reading at Lea C of E Primary and Pre- School

Reading is at the heart of our curriculum. We believe that the way children are taught to read is crucial to their success in learning to read.

As a school we aim to create and maintain a stimulating environment for children to experience and explore reading with increasing confidence and enjoyment to promote lifelong reading. We strive to provide a varied library and maintain reading as a valued, high profile activity, which forms a basis for the whole of the curriculum

EYFS/ KS1

EYFS teachers and staff focus on developing children's language and communication skills through the Early Years Foundation Stage curriculum. Early matching, categorising and sorting activities within the EYFS environment are used to develop visual discrimination skills needed for early reading.

Phonics

We follow a systematic programme of phonics using mainly Letters and Sounds - principles and practice of high quality phonics (Primary National Strategy 2007).

The six-phases of the Letters and Sounds document provides a structure for teachers to follow and from which to plan children's progression, although the boundaries between the phases are not fixed, thus allowing teachers to plan across the phases depending on the class needs.

Teachers' assessment of individual children will inform the rate at which their pupils are able to progress through the phases and adapt the pace accordingly.

In Reception, children are generally working on phases 1 to 3;

In Year 1, children are generally working on phases 3 to 5;

In Year 2, children are generally working on phases 4 to 6.

In Reception, Y1 and Y2 children are grouped for daily phonics lessons at their appropriate level.

Story-time

In EYFS and KS1, story time is a valued part of our daily routine; all staff encourage a love of books and regularly read a wide range of carefully selected books and stories with and to the children. All classes from Pre-school to Year 2 share at least one book for enjoyment each day. This gives our children the opportunity to build up their knowledge of stories as well as enjoy a wide range of texts and experience the books of varied authors.

Shared Reading

All children in Reception to Year 2 take part in shared reading. These sessions will form part of Literacy lessons or cross-curricular topic work. During these sessions a text will be shared and children will join in with reading. The teacher will model the skills of a proficient reader.

Guided Reading

Children in Y1 and Y2 take part in small group guided reading (*GGR*) sessions and whole class guided reading (*WCGR*) sessions each week. In *GGR*, children are grouped according to their ability and are taught specific skills using a text that is appropriate to their level. In *WCGR*, the focus is on developing comprehension and vocabulary (*VIPERS*).

Individual Reading

Reception children read regularly on a 1:1 basis with teaching staff.

Children in Y1 and Y2 read with teaching staff on a 1:1 basis at regular intervals. High priority pupils are identified following analysis of reading assessment test data and other sources of assessment.

"Print-rich" Environment"

A print-rich environment is one in which "children interact with many forms of print, including signs, labelled centres, wall stories, word displays, labelled murals, bulletin boards, charts, poems, and other printed materials" (Kadlic and Lesiak, 2003).

A print-rich environment allows children to see that reading and writing serve real, everyday purposes. Children observe adults using printed materials and realise that print carries meaning. They explore print and become motivated to try to read and write themselves.

We ensure that in all of EYFS and KS1 settings, there is a wide variety of signs and labels around the walls and displays etc. Books, brochures, magazines and leaflets form part of all areas of continuous provision and children are encouraged to look at and talk about these in their child initiated play.

KS2

Phonics

Any pupils who are not secure at phase 6 when they start Y3, will continue with a systematic phonics programme in KS2, which will include regular phonics interventions, until they are secure at phase 6.

Guided Reading

Group Guided Reading is used for small groups of pupils as an intervention strategy, to enable them to focus on developing fluency and comprehension at an appropriate level.

Whole- Class Guided Reading

All pupils take part in these sessions, working in mixed-attainment pairs, so as to allow for frequent, paired discussion. In this way, less confident readers are exposed to the high-quality reasoning of more confident readers and are able to participate in class discussions.

Texts are carefully chosen so as to be appropriately challenging, high quality and, sometimes linked to the class topic or theme. Each pupil/ pair will have their own copy of the text or extract.

When reading, the teacher models use of intonation, volume and expression, to provide an excellent example for pupils to emulate.

During these sessions, pupils have opportunities to develop a range of comprehension skills and vocabulary knowledge (VIPERS).

Formal (Summative) Assessment (KS1 & 2)

In June all Y1 pupils complete a statutory phonics screening (Phonics Check).

At the end of Key Stage 1 and 2, children complete Standard Assessment Tests to confirm their level of attainment in reading. These are used by teachers, alongside the current 'National Interim Assessment Framework' statements from DfE (2016/17) to decide if children are working at 'age-related expectations'.

At the end of each term, all pupils (Y1-Y6) complete the Rising Stars PIRA test. This provides class teachers with a reading age and age-standardised score for each pupil, as well as information about which skills need further development. This data is used to identify pupils in need of interventions in order to make expected progress, as well as those pupils working at or towards greater depth, who require additional challenge.

Reading Scheme

We use the Rising Stars "Reading Planet" scheme as our core reading books. Additional books from a variety of other schemes eg Bug Club, Oxford Reading Tree and Project X are available for pupils who require further development within a colour band before moving on.

The table below shows the year groups that each colour band relates to. The Phonics phases from 1-6 have also been shown to indicate how they relate to the Key Stage 1 year groups and book band stages.

Some of the colour bands span more than one year group and some colour bands overlap. This is because children's reading often develops in fits and starts, where their reading skills develop quite quickly and then this slows as they consolidate them over a period of time. Children should be able to read their individual reading book with approximately 95% accuracy to develop their fluency and confidence.

Home Reading

Parental involvement in our home/school reading programme contributes considerably to children's success with reading. Parents are the first and most influential teachers and should continue to be involved in their child's language development by working alongside teachers in supporting their children's reading.

Children take books home on a regular basis. These books are taken home in a 'book bag'. The child's reading record is used as a communication between home and school. Parents and teachers can exchange written dialogue about a child's reading.

When comments reveal anxieties about their child's progress or other causes of concern, teachers arrange to discuss them with parents as soon as possible. Parents should also feel that they are able to arrange to discuss their child's progress with teachers at any mutually convenient time.