

Feniton Primary School's Approach to Teaching Phonics and Reading

Reading is at the heart of our curriculum. The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies: drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition.

Role of the Teacher:

- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to follow the school's policy with the aim of helping pupils to become independent readers;
- to model the act of reading through shared reading and to provide focused support through guided reading;
- to assess the pupil's progress as a reader and provide explicit guidance for their development;
- to use reading as a means of locating information that pupils need to learn;
- to create a supportive environment for reading.

The Teaching of Reading:

Phonics: The daily, rigorous and systematic teaching of phonics is key to teaching children to read. The pupils' phonological awareness and phonic knowledge develop as they follow the steps through a systematic Letters and Sounds programme.

Children are taught the skills of blending and segmenting, alongside decoding and encoding sounds in the order in which they appear in a word. They have opportunities to apply their developing phonic knowledge and skills in the context of shared reading and writing and, subsequently, in guided reading. In addition, they learn to read a range of familiar and common words and simple sentences independently.

In Reception, children have daily 15 minute phonics sessions to introduce them to initial letter sounds. In the Early Years Foundation Stage, the focus of writing is using phonics to write simple sentences with basic punctuation. The teaching of synthetic phonics continues throughout Years 1 and 2. Our programme is structured in such a way as to ensure the teaching of phonics is systematic and that progress is built on from year to year. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers and will no longer need explicit phonics teaching for reading.

Shared Reading: The teacher models the reading process to the whole class as an expert reader, providing a high level of support.

Guided Reading: Teachers structure all reading tasks with pupils, who may be grouped by ability or taught as a whole class. Children read and respond to the text themselves with the teacher or TA supporting. The focus for the reading is

reinforcing and extending strategies and/or objectives already taught in shared reading.

Library/Research Time: Opportunities are provided for pupils to practise and extend their reading in other subjects. The Library allows pupils to have ample opportunities to browse and make personal selections, in addition to learning how to locate and use all the books and media resources can be accessed during time in the Computer Suite and iPads. Project weeks are timetabled, so that each class can use the computer suite daily to research information and present their findings. Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this.

Individual Reading with an Adult: Additional adults, including TAs and parent or community volunteers, are used to provide further support and enrich the curriculum. Teachers provide individual guidance for voluntary helpers. Priority 1 to 1 reading with an adult is focused on those children that are below national expectations or working below their target.

Home Reading: In EYFS, KS1 and KS2, children take home a reading book based on their reading level and interests. From Y1 onwards, children select their own reading book from a structured scheme, the title of which is then recorded in their home/school record book. Children may choose texts that they are familiar with or a new text. We expect children to read each evening at home with their families, who sign and/or make comments in their reading record.

The Learning Environment: Pupils are made aware of the importance of print both inside and outside the classroom through the use of inter-active displays, notices, charts, posters, advertisements, signs, etc.

Homework: Reading is regarded as a regular homework activity. Parents and pupils are encouraged to respond to books pupils read by using reading record books. There are also times when reading-related activities are used for homework.

Reading for Pleasure: All classrooms have well-stocked book areas with fiction and non-fiction titles, supplemented by titles from the school library. Reading across the curriculum provides a meaningful context for pupils. As well as this, many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books. Some of these events include “World Book Day”, visits by published authors, in-school performances by professional theatre groups, making books, using drama, dance and music to illustrate texts and the promotion of the Library ‘Book Track’ and ‘Summer Reading Challenge.’

Assessment of Reading: In the EYFS, pupils’ achievements are ongoing and are assessed against the Early Learning Goals.

High quality assessment for learning is well established in all teaching and formative assessment occurs daily through oral and written feedback. Rigorous tracking by class teachers and the Head of School supports the assessment process.

Summative Assessment Requirements

Year 1 pupils complete the Phonics Screening test in June each year.

Years 1 – 6 complete a termly standardised test. Question level analysis informs the planning for teaching in the subsequent term.

Children working below national expectation are assessed using PM Benchmarking Kit.

Year 2 and 6 sit the national SATs in May.

Monitoring of Reading

The English Subject Leader, SEND Co-ordinator and all teachers are responsible for monitoring pupils' progress in Reading. This is undertaken by:

- monitoring progress in relation to identified weaknesses
- sampling teachers' records, e.g. monitoring the progress made by pupils in the 'Letters and Sounds' programme;
- sampling pupils' reading records and book reviews as appropriate;
- undertaking discussions and reading conferences with sample groups of pupils;
- examining closely the progress made by pupils with IEPs;
- analysing reading records to ensure that pupils experience a suitable range of fiction and non-fiction over time;
- using statutory assessment tests at the end of each key stage to monitor pupils' progress and evaluate effectiveness. In addition, termly standardised tests are used at the end of Years 1-6.

The school places great importance on learning to read. In support of this the school uses the following:

Phonics:

We follow Letters and Sounds systematic and synthetic programme.

For those children who may find sound discrimination / phonics more challenging the school may provide 1:1 Letters and Sounds and Soundspell.

The school also subscribes to a website called Phonics Play.

Phonics as a strategy for supporting reading and spelling is taught through KS2.

Toe by Toe intervention is also used for children who continue to encounter barriers to decoding.

Reading schemes:

The school provides a wide range of reading schemes in order to ensure that the children get a good coverage of texts. The books are 'banded' by colour. (The colour indicates the stage of challenge or content.) The colour band that a child works in is based on careful assessment by the class teaching staff in conjunction with parents.

It should be noted that these colour bands include fiction and non-fiction texts.

Where required the school provides Phonics Decodable Readers relevant to the phonics stage that individual children have reached.

Help for parents working on phonics and reading at home:

Please see the Resources Section of our website. We also run annual parent workshops which are advertised in our school newsletters. Please pop in and chat with the class teacher if you have any specific questions.