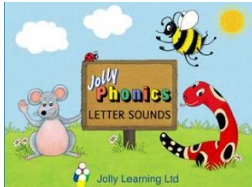




Weare Academy First School

How we teach Reading - Phonics and Reading



Statement of Intent:

At Weare Academy First School, learning to read is one of the most important skills your child will achieve. As so much depends on reading, we designate as much time, energy and support as possible to reading, from the earliest available opportunity in our Early Years Foundation Stage. Our intent is that to ensure that every single child becomes fully equipped with the knowledge and skills, necessary to enable them to learn to read, as soon as they are ready. Above all, we want your child to acquire and sustain a deep love of reading and become a confident, independent reader. This is why we work so hard to make sure children develop a love of books as well as simply learning to read.

Aim of Phonics and Reading

We aim to foster skills which will remain with children for life. We aspire to support our children to become language rich. We believe that this can be best achieved through reading widely and supported by 'real' experiences like World Book Day, Reading Buddies, 'Read with a Pet' and the opportunity to use our recently refurbished library.

Implementation:

The start of the reading journey

We focus carefully on teaching the children the fundamental skills of reading. We use a well-known and very successful systematic synthetic phonics programme called Jolly Phonics.

Early reading skills are consistently and rigorously taught in Foundation Stage and Key Stage 1 planned phonics teaches children the complex connections between sounds and letters which is essential when learning to read and spell. Phonics teaching involves an active participation by all children which includes a multisensory approach with use of songs, rhymes, poetry as well as structure, fast pace, praise and reinforcement are all key features of phonics sessions.

The 5 skills taught in Jolly Phonics are:

- Learning the letter sound
- Learning the letter formation
- Blending
- Segmenting (identifying the individual sounds in a word)
- Tricky words /Common Exception Words

Regular tracking of children's progress and swift intervention for children who require extra support ensures that children are reading books linked directly to the progression of sounds they are learning.

There are 5 discreet phonics and spelling sessions a week. Book corners are attractive reading areas and PTA funded books all promote an enjoyment and a love of reading.

Preschool: Our Preschool children provision's focus is on developing children's speaking, listening, communication and language development. Daily reading of books linked to the current theme encourage children to talk about the text and illustrations, predicting what may happen next as well as describing what they see and examining each character. In addition, the richness of language is transferred into the children's role-play, singing of nursery rhymes and into the continuous learning opportunities provided in a purposeful way.

Reception: From the start of the year phonics is taught using our Jolly Phonics programme. As in preschool, children are encouraged to talk about the text and illustrations, predict the story, describe what they see and examine each character in detail. Initially picture books give the children the opportunity to 'read' and their first readers are decodable Jolly Phonics readers. In addition, children each have a **word box** with words to practice. Each word box has both phonically plausible words and two tricky words. These are practiced at school but also sent home. Once children have mastered a set of words they are assessed and if ready move onto the next set of words.

Streamed Phonics:

Across Year 1, 2 and Year 3 phonics is streamed. Year 1 and 2 have daily phonics and spelling sessions. Year 3 has four sessions a week. Year 4 have four differentiated spelling and grammar sessions a week.

We find this extremely effective and children are assessed regularly to ensure they are working within the relevant phonics stage/phase. Spelling is assessed weekly through spelling tests.

At the end of each term pupils progress and attainment is assessed and reviewed and next steps are put in place.

Decodable Reading Books:

Each child is given the opportunity to read a decodable book linked to the sounds they have learnt. They are encouraged to read it out loud to their peers, to an adult and independently. By reading the same book a few times pupils develop fluency, understanding and recall what they have read.

Key Stage 1 (Year 1 and 2):

In year 1 and 2, as well as the teaching of phonics, there is also a focus on comprehension and reading for enjoyment.

All children will have an opportunity to read individually with an adult. We use phonically progressive reading books which are carefully monitored to move pupils on one step at a time.

Key Stage 2 (Year 3 and 4):

We are pleased to say that by Key Stage 2 many children are reading fluently. Our task is to make sure the children's understanding of the text is matched with their ability to read fluently. The teaching team ask specifically focused questions that challenge children's understanding and relevance:

In fiction, we develop their ability to infer, deduce and to speculate on the reasons for authors' choice of character, setting and plot. We use age appropriate texts as an opportunity to grow a rich spoken vocabulary.

We use non-fiction texts to deepen the children's understanding of topic work across the curriculum. We seek to ensure that our children understand that reading helps them to learn about the world around them and use reading as a tool to increase the children's vocabulary across every subject area.

What happens if my child finds it difficult to read?

Reading is assessed termly and early intervention is put in place for children who need extra support. We all work together as a team to ensure all children are provided with the help they need, to get off to a good start in reading. These interventions become increasingly specialised as the children move up through the school.

Guided Reading:

Takes place in Year 1 and 2 through a carousel of differentiated reading activities. This is an ideal opportunity for teachers to listen to individual children read on a weekly basis.

Whole class reading:

is now being used in Year 3 and 4 through use of quality texts and books recommended by the Somerset Literacy Network. It is a further opportunity to provide more challenging texts, with a richer vocabulary and opportunities to delve deeper into inferential and deductive style questions.

Guided and Whole class reading activities are planned as follows (using the Wayne Tenant planning grids for KS1, and KS2) and include both spoken and written activities through a specific process:

- Prediction – predict the rest of the story
- Independent Reading - teacher reads then children read
- Clarification - understanding with a focus on new vocabulary or specific words
- Comprehension: reading a section of the text independently and answering questions about it.
- Questioning – literal, inferential
- Summarising – recall what has happened
- Follow-up Tasks, linked to a guided reading session.
- Vocabulary tasks, linked to the text that is being read with the teacher

In all these activities, the teaching team looks for opportunities to deepen 'book talk' and to develop the children's spoken vocabulary.

Home Readers:

Right from the start of Reception children are given home reader picture books to 'read' with their parent/carer. When they start to blend sounds together to read words they have reading books which match the phonics sounds they have learnt so far within the phase they are working in class. Therefore, you will see a word box and a home reading book go home in the Reception children's book bags.

Home Reader books are given to all children from Reception to the end of Year 4. Books changed once a week and include: a decodable book as well as a 'Reading for Pleasure' book chosen by the child. Parents are expected to listen to their child read the same book daily to develop true fluency as well as understanding and comprehension of the text. Books are kept in book bags so teaching staff can monitor reading progress. Teachers have reading challenges relevant to different year groups to encourage regular reading.

Impact:**Reading for Enjoyment**

Whole Class reading: In each classroom there is a set of recommended, Pie Corbett Reading Spine books. Teachers read these books to children at the end of each day and children often ask for the same books to be read again because they love these special times.

Book Corners: all our book corners have been refurbished and sorted into 'books in baskets' linked to specific authors. In addition, they include non-fiction and fiction books linked to the current topic. Magazines, comics and newspapers further encourage reading.



Independent Reading: Children are regularly given the opportunity to choose their own books to read. Opportunities for children to share their favourite books and writing book reviews are encouraged. Books linking to current topics are changed regularly.

Author of the Term: each year group has an author of the term focus which creates opportunities for children to learn more about being an author.

Reading Enrichment:

- Reading incentives like reading challenges are in each class to encourage reading of home readers.
- World Book Day, Reading Buddies with Reception and Year 4.
- Our School Library have events like Spotting Children Reading as well as fortnightly borrowing of books.
- Pupil voice – weekly voting of favoured book of the week which is then read to the whole class.



Year 4 pupils reading to their Reception Buddies



World Book Day

What parents/carers can do to help?

During the Autumn term when your child is in Reception you will be invited to a meeting explain how we teach phonics and what you can do to support your child learn to read.

You can help your child 'read' the picture books sent home from the start of the year. Then as they progress into reading help them to sound out each letter in a word and then to 'blend' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds.

Sometimes your child might bring home a book that they already know well. Please don't say, 'This is too easy,' instead, encourage your child to read you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story or recall some non-fiction facts.

Home Reading

(Please refer on the website on the Parent Signpost - Parents Reading support: ***10 Tips on Hearing Your Child Read and Questions we should be asking our children when listening to their reading***).

Getting into the habit of regularly with your child is invaluable. They will come across far more adventurous words than they will in their early reading books and you will be helping them to grow a vast vocabulary, develop a deeper understanding of different types fiction and non-fiction books.

How can you get involved?

We encourage parent/carer volunteers to give up an hour or two during the school day, to listen to individual children on a regular basis. Teachers would love you to support our reading programme. (DBS clearance is a requirement)

If you have any further queries about how we teach reading, please don't hesitate to get in touch. Your class teacher can offer help, or alternatively Mrs Gibb who is our lead in English Subject provision