



Subject – Phonics and Reading :

School Vision and motto:

'Making Learning an Adventure'

At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.

'We want our children to be the best they can be.'

Phonics and Reading Curriculum Intent

Why do we teach Phonics and Reading?

"The national curriculum for English states:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(DfE (2014), English programmes of study: key stages 1 and 2 National curriculum in England).

Our curriculum is unique to HVFS

At Holywell Village First School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that a consistent approach to phonics provides the building blocks to reading, which once mastered ensures children become successful readers who develop a lifelong love of reading. Through the systematic approach to phonics all children are taught the skills to break down words into sounds, as well as letter and word recognition. Children use these skills to blend words to enable them to read and segment to support spelling. We value reading as a key life skill therefore the teaching of phonics is of high priority and taught through an inclusive, inspiring and challenging curriculum. Through the teaching of English, children develop the essential knowledge and skills to succeed and thrive in life. The skills taught in English ensure that children can access all other areas of the curriculum with growing independence and confidence to equip them for their future.

We help our children become successful readers who develop a lifelong love of reading through direct teaching of reading, with an emphasis on books, reading and vocabulary in all of our teaching across the curriculum. Children start their reading journey with us in Reception where a systematic phonics approach is at the heart of teaching our children to read. This continues throughout Year 1 and also beyond, for those children who might need extra practice and support.

In Key Stage 1 and 2, we explicitly teach reading during English lessons, individual reading and Reciprocal Reading sessions (Key Stage 2, these skills are practised and reinforced across the curriculum. We have fidelity to Oxford Reading Tree Floppy Phonics decodable reading books to ensure that the children's phonological ability matches the text they are reading. As the children progress through school they are challenged with books which develop their comprehension skills alongside their love of reading different genres.

Implementation

How do we teach Phonics and reading?

Phonics

At Holywell Village First School we use the systematic synthetic approach of Floppy's Phonics programme of study for children in Reception and Year 1. Specific phonics lessons take place daily for children within this age range as well as intervention programmes for children in Year 2 and Key Stage 2. Phonics sessions also take place in Nursery with the aim to attune children to the sounds around them, and prepare them for oral blending and segmenting skills.

Daily phonics sessions follow a set structure designed to enable children to learn the relationship between phonemes or letter sounds and the written grapheme, which represent them. There is focused time for children to gain this understanding at sound level, word level and sentence level.

Children in Reception and Year 1 are taught as a whole class. Teachers use regular assessments which highlight target children for small group interventions outside of the phonics lesson.

Assessments are completed each half term using the school's Phonics Tracker for children in Reception and Year 1 and for those children in Year 2 who did not pass the Phonics Screening Check in Year 1. In Key Stage 2 children are tracked if they are working on specific graphemes for reading or spelling. Once children are confidently recognising all the sounds and able to read these in words, the focus moves to when to apply these when spelling new and unfamiliar words. With sessions based around alternative digraphs for different sounds.

We value the importance of the ability to transfer the skills taught in phonics sessions to other areas of the curriculum. Therefore, sounds are displayed within the classroom, on walls and as sound mats which children can access independently. Floppy's phonics decodable books are used for children's individual reading books to ensure they are able to decode the words, therefore matching their reading ability. Non-decodable books are also taken home to be shared with an adult to ensure that the children are exposed to a 'language rich' reading experience.

Reading

We believe that all pupils need to be taught a broad curriculum that will allow them to comprehend increasingly complex texts. Through our Reciprocal reading approach we ensure that the following reading skills are taught: accurate, speedy word reading and good language comprehension. Reading comprehension requires knowledge of vocabulary, context, syntax and narrative structure, as well as the capacity to read fluently.

Through reciprocal reading and the school's literature works approach our reading comprehension is underpinned by three factors; knowledge, processes and general cognitive resources. Our Reading curriculum ensures that pupils of all ages acquire the necessary knowledge for improved comprehension through reading increasingly challenging texts at each stage. These texts can act as a 'smooth ramp' of increasing challenge from the EYFS to KS2. We select texts carefully so that each text prepares children with the language and knowledge needed for the next so that gradually pupils will be ready for texts of greater complexity. Our pupils may acquire the important knowledge from reading the texts alone; however, our effective English curriculum explicitly identifies what it is that pupils need to learn so that they can understand progressively more complex texts.

Vocabulary

Our teachers select texts which contain some vocabulary that is likely to be unfamiliar but which is not too difficult to understand. Pupils of all ages will gradually learn vocabulary through repeated encounters; however, it is also beneficial to identify and teach some vocabulary explicitly. We use Tier 2 words which are vocabulary that is high-frequency and can be used in multiple contexts, though are unlikely to be encountered in everyday conversation. Teachers identify these words to explicitly teach at the beginning of a new text or genre.

Our Phonics lessons have the following structure:

The Floppy's Phonics programme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading, spelling and handwriting.

Revisit and Review

Prior learning is revisited

Teach

New graphemes are taught using Floppy's pPhonics resources and Interactive online books

Practise

The newly taught grapheme is practised by the children using Floppy'Phonics work sheet which includes, handwriting of the new phoneme, orally rehearsing the new grapheme, segmenting and

blending words which include the new grapheme, thinking of their own word with the new grapheme and revisiting previously taught graphemes.

Apply

Use the *Cumulative Texts* for grapheme searches, reading practice, dictation, handwriting and consolidation of tricky words as required.

Our Reading lessons have the following structure:

Through the use of high quality texts in our English lessons and through the use of the principles of reciprocal reading (predicting, clarifying, questioning and summarising); Reading is taught in English lessons.

Reciprocal Reading (taught in small groups KS2)

Reciprocal Reading is taught in years 3 and 4. During this time, we use an engaging text which is matched to the child's ability.

The sessions re structured as follows:

1. Put students in groups of four.
2. Distribute one note card to each member of the group identifying each person's unique role:
 - Summarizer
 - Questioner
 - Clarifier
 - Predictor
3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
5. The Questioner will then pose questions about the selection:
 - Unclear parts
 - Puzzling information
 - Connections to other concepts already learned
6. The *Clarifier* will address confusing parts and attempt to answer the questions that were just posed.
7. The *Predictor* can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
8. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.
9. Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group. The teacher's role is lessened as students develop skill.

1:1 reading

In Nursery books are shared in the book area, as a small group and as a whole class. All children from Reception to Year 4 have an individual reading session once a week where they are taught to read.

A Teacher/Teaching Assistant will hear each child read a book matched to their ability/phonics phase which enables them to develop fluency, their comprehension skills and their ability to read common exception words. Staff will write notes in the child's individual reading diary on how a child has read. Teachers may ask staff hearing readers to concentrate on skills such as reading with expression, taking notice of punctuation and also may work on inference, deduction and prediction skills if these things are hindering progress for children. The children take their reading diary home and are encouraged to read each night with an adult who will also complete their reading diary.

Daily class readers

In every class, children will be read to daily. Teachers will read books which have been specially chosen in order to ensure that our children are exposed to texts which are challenging, stimulating and exciting for the children to share.

Reading around our School

Throughout the year the importance of reading is enhanced through World Book Day and a range of trips/educational visits which enrich and complement children's learning. There are displays around the school and in classrooms which promote a love of reading and writing. Staff display the children's written work for others to see and for the younger children to aspire to. The work is regularly changed to show the children's progress.

A love of reading is promoted through the use of our school library and the children are encouraged to visit weekly to borrow a book which they can take home and read. Staff direct children to books which are suitable for them or which are linked to their current topics or interests.

In EYFS the children have 'Core Books' which their learning is planned around. The children read the story with an adult a number of times to enrich their vocabulary and structure of a story. This allows children to increase their familiarity with a variety of books and develop a passion and love for stories. The 'Core Books' are displayed in the classrooms and this allows the children to visually see the journey of books read throughout the year.

Impact

We believe that the most valuable impact of our phonics teaching is that our children are confident readers who love to read for pleasure. We look to the application of the skills taught across all areas of the curriculum. We also use Phonics Tracker to ensure progress for all children over time. We track individual children's grapheme recognition and in Year 1 track their ability to read real and pseudo (alien) words. Regular and ongoing formative assessment in Reading informs planning and teaching. Adult support in class and targeted interventions, support and enable the success of each child. The impact on our children is clear: progress, sustained learning and transferrable skills.

As all aspects of English are an integral part of the curriculum, cross curricular reading standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of the reading objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

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English Subject leader

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