

Phonics and Reading At Ryelands Primary School



Nursery

Developing and acquiring vocabulary and the sounds that letters make is integral to everything that occurs in Nursery and is fundamental as preparation for reading. In all areas (outside, continuous provision, snack time, next step time etc) staff use every opportunity to acquire and enhance vocabulary, working 'in the moment' to tap into the children's natural interest and motivations

The teaching of phonics is developed in the continuous provision in line with their 'in the moment' planning.

Discrete phonics is taught later in the year with the 3 to 4 year olds in preparation for Reception. Last year, Nursery focused heavily on Phase One: using an oral blending, mastery approach so that the children were very ready to move on to Phase Two when they entered Reception

At least twice a day, nursery rhymes and stories are spoken aloud/sung together by adults and children. This repetition is vital for the children to hear the structures of stories and repeat traditional nursery rhymes prior to reading

The Nursery offers a Library scheme which gives the chance for parents to borrow books to read together with their children

Children enjoy sharing books individually, with their peers or with the adults in the nursery throughout the day

Our parent partnerships are strong. Our EYFS Team Leader invites all parents to workshops in Phonics and Reading where strategies are shared as is the opportunity to read alongside their children.

Children who are falling behind are highlighted as target children and become priority when adults are working on next steps/Wellcomm targets. Next steps and Wellcomm targets are also shared with parents and activities are provided for all children to work on these areas at home. Those who are falling behind are given more next steps at home to do and the activities are explained in greater depth to the parents.



Reception

After base line assessments, children begin to take home school reading books home. Initially, all children take the Lilac picture books home. This is to encourage conversations and storytelling with the parents. A large proportion of our children arrive in Reception with a limited vocabulary. Allowing time to generate stories and discuss pictures in books enables children to acquire new vocabulary. When the children begin their phonics sessions and are beginning to become secure in their SATP, (and can segment and blend), matching books are sent home to support this. Additional reading games are sent home to support their current Phonic stage.

At the start of the year, the teachers are currently baseline assess before guided reading in order to establish groups. Baseline assessments are the school's own. Guided Reading begins before half term one, as soon as the children have settled into school routines. All children have two guided reading sessions per week: one with the teacher and one with a teaching assistant. These are planned by the teacher and differentiated to suit the needs of the group.

The initial assessment of Phonics is based on Phase 2 and children are then streamed across 6 adult led groups.

The children have a daily phonics session targeted for their need. These groups are flexible to the needs and ability of the children and they are modified whenever necessary. If children are falling behind, they are given phonics next steps and these are practised and assessed in continuous provision and sent home for practise with parents. If a child continues to fall behind, a discussion with the Team Leader occurs and/or referral to the SENDCO is made.

Our parent partnerships are strong: one teacher in the cohort leads a weekly family phonics session for families across the whole cohort where the correct phonics sounds are modelled and games are played. This has proven popular with parents and children alike.

Our 'Every Night A Reader' expectation is upheld. If a child begins to not read regularly, the class teacher will refer them to the Team Leader, who will then contact parents to offer support and/or advice.

Key Stage One



Key Stage One continue the good practice of the EYFS. Our 'Every Night A Reader' expectation is maintained. All children take home a reading book which is matched to their phonic stage/reading ability. If a child begins to not read regularly, the class teacher will refer them to the Team Leader, who will then contact parents to offer support and/or advice. These children will also become 'Priority Readers' who are heard at least 3 times a week in school. Across the phase, there is a 'Gruffalo Reading Challenge', which each class uses. The children are challenged to read every night in order to achieve their 100 times a reader and once this is achieved they move onto the 200 Reading Challenge. Each child really enjoys the challenge and a high proportion of children reach the 200 challenge each year.

Our Key Stage One Leader takes overall control of the Phonics learning across the Phase. A daily session occurs and this is robust, systematic and focused on the needs of the children. Teachers plan for the Phonics sessions and all staff are trained regularly in order to deliver quality first sessions. Prompt induction training is given to any new staff.

The Phonics groupings are fluid and staff have regular discussions to allow for accelerated progress and movement of individuals. Progress is tracked at several key points throughout the year and extra phonics sessions provided to narrow any gap. Those Year 2 children who have not passed the Year 1 Phonics Screening Check are currently being taught in a small group by a Year Two teacher in order to narrow their gap and ensure accelerated progress. The adults who lead the groups are carefully selected to match the need of the group and their expertise. We currently have over 50% of the cohort who are working in groups below Phase 5. This is not uncommon. Due to our robust systems and expertise of staff, we have attained around 80% PSC pass rate for the past three years despite these low starting points.

Our parent partnerships remain strong. In Year One, we also have a termly family phonics session for families across the whole cohort where the correct phonics sounds are modelled and games are played. This has proven popular with parents and children alike.

If a child is not attaining ARE expectations in reading they become a priority reader. A trained teaching assistant will then hear them read at least 3 times a week, ensuring to use strategies to enhance and accelerate their reading skills.

At least three times a week, whole class Guided Reading occurs in both Year 1 and Year 2. These sessions are planned for carefully, using the Reading Domains as objectives, concentrating on the discrete teaching of reading skills of vocabulary, literal retrieval, sequencing, inference and prediction. In an additional weekly session, children are encouraged to read for pleasure. Additionally to this, in Year 1, each child receives an extra small group guided reading session per week which is planned for by the teacher in order to build on their stage of decoding and/or fluency. If children are well below ARE, they will take part in a small group reading intervention during this guided reading time. This is planned for by a teacher and usually delivered by a teaching assistant.

Good quality texts are chosen for study in English and the wider curriculum – always with widening the children’s vocabulary as a focus.

All staff read aloud regularly to children within English and Foundation teaching as well as for pleasure in the form of a class novel/storybook.

Key Stage Two

Key Stage Two continue the good practice of the EYFS and KS1. Our ‘Every Night A Reader’ expectation is maintained. All children take home a reading book which is matched to their reading ability. If a child begins to not read regularly, the class teacher will refer them to the Team Leader, who will then contact parents to offer support and/or advice. These children will also become ‘Priority Readers’ who are heard at least 3 times a week in school.

Children are encouraged to read for pleasure. We have invested in quality language rich books over the last few years and children have access to them as home/school reading books. All Key Stage Two children choose their own reading book which can be from the school scheme or, if they are a free reader, then from our vast selection of well-known authors. Children can also choose a book from home if they so wish.

Books chosen are tracked and recorded by staff. Every class in the phase has a reading challenge which is set to motivate the children to read for pleasure



If a child is not attaining ARE expectations in reading they become a priority reader. A trained teaching assistant will then hear them read at least 3 times a week, ensuring to use strategies to enhance and accelerate their reading skills. Other interventions such as precision teaching, Word Wasp and Phonics groups are used.

At least three times a week, whole class Guided Reading occurs in all Key Stage Two classes. Skills are taught discretely: meaning of words in context; fact retrieval; summarising text; making inferences; predicting; choice of words for impact. In an additional weekly session, children are encouraged to read for pleasure. If children are well below ARE, they will take part in a small group reading intervention during this guided reading time. This is planned for by a teacher and usually delivered by a teaching assistant. An additional reading intervention which can be used across Key Stage Two is currently being sourced in school.

All staff read aloud regularly to children within English and Foundation teaching as well as for pleasure in the form of a class novel/storybook.

Good quality texts are chosen for study in English and the wider curriculum – always with widening the children’s vocabulary as a focus.