

# Haytor View Community Primary School & Nursery Statement on the Teaching of Phonics and Reading



*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

We deliver a consistent approach to the teaching of phonics and reading, using the DfE Letters and Sounds scheme. Every child in EYFS and Key Stage 1 is supported in developing their phonological awareness, learning to decode (sound out), words that they can read and spell. This development continues in Key Stage 2 and throughout the school is based upon the use of consistent approaches, developing resources and expectation of engagement and ultimately independence in use of phonics to support reading and writing.

The school's approach are based upon the considered use of marginal gains to support and develop strategies to teaching phonics – continually reviewing and breaking down the issue of phonic development into small parts in order to rigorously establish what works and what doesn't. Recent examination of marginal gains to be made have led the school to consider and implement the approaches and practices detailed in 'Aspects of In-School Provision that Support Children's use of Phonics to Support Reading & Writing' which are detail later in this document.

Listening and language awareness is initially taught in the nursery. Children are exposed to a range of activities to develop their auditory discrimination skills. They are taught to follow a rhythm using their hands or an instruments and work towards following a sequence of sound before they move onto phonetic discrimination. Nursery rhymes, rhythmic stories and enriched language activities are planned daily experiences from the onset. They then move on to letter and sound recognition through playing games, singing songs and having experiential fun.

Reading is taught initially by building on letter sound recognition, along with reading 'tricky words' in the teaching sequence detailed in the 'Letters and Sounds' programme, this is supported by a variety of resources. In the Foundation Stage we use Jolly Phonics programme to support the children in their sound recognition and images from the 'Read Write Ink' scheme to support the children in understanding letter formation. In Key Stage 1 Bugclub is used as a key resource in the teaching of phonics. They are matched to grapheme sets and we use them to support the children as part of their planned phonics programme.

Children receive high quality daily phonics sessions, which are differentiated according to the children's stage of phonological awareness. Teachers use a multisensory approach to phonics teaching, demonstrating awareness of different learning styles and individual need. Phonics teaching is introduced in the Foundation stage phase and consolidated throughout Key Stage 1. Children in KS1 have phonics activities as part of their home learning to support the 'Letters and Sounds' phonic learning engaged with in school.

In Key Stage 2, children receive daily discrete spelling teaching, this is differentiated according to children's spelling development. The DfE-produced Spelling Bank is used alongside a range of resources including the Letters & Sounds program to scaffold the teaching of spelling. Children's understanding of the principles underpinning word construction (phonemic, morphemic and etymological) are developed, along with:

- recognising how (and how far) these principles apply to each word, in order to learn to spell words;
- practising and assessing spelling;
- applying spelling strategies and proofreading;
- building pupils' self-images as spellers.

Children are assessed on their phonic and spelling knowledge on a regular basis. Opportunities are given during Key Stage 1 and 2 to receive specific phonic and spelling intervention: small group; one to one; pre teaching and post teaching where children are experiencing a delay in their phonological and spelling development. The school's reading programme, 'Bug Club,' also provides further consolidation of phonics via activities that can be used in class and games that can be accessed from home.

The school uses a reciprocal reading approach to support the progress of individual children's reading development during guided reading and independent reading opportunities. Children are encouraged to read for meaning and understand what they have read. They are supported in engaging in dialogue to aid

reading comprehension, focusing on searching questions and inferential exploration and practising these skills externally to help their personal reading development.

We use the online reading scheme 'bug club' to ensure progression in reading material and skills required to access such texts. All reading books are colour banded to identify the level of the text and to support children's progression in reading. Children are regularly assessed on their reading development, being provided with opportunities to engage in intervention activities, where they require additional support. The children are encouraged to take home 'real books' from school in order to engage with the pleasure of reading as a shared activity.

Children's skills are developed throughout the school enabling them to build, develop and demonstrate their phonic learning through their writing as well as speaking and reading. Throughout the school children are supported in developing a cursive (joined) handwriting style. Adopting a focus upon cursive writing provides a number of advantages over a printed (manuscript) style:-

- It demands a less intensive use of children's fine motor skills
- All of the lower case letters begin in the same place – on the baseline
- It provides clarity around the spacing within and between words
- The beginning and ending of words is emphasized as the pencil is lifted between words only
- It is more difficult to reverse letters such as b's and d's
- The skills that are being mastered will be those used for a lifetime – no need to learn another style

Use of the cursive script being developed with children will be visible throughout the school building in a range of contexts.

Parents are encouraged to discuss their child's individual provision for phonics, spelling, reading and writing development, with their child's class teacher or phase leader.

Aspects of In-School Provision that Support Children's use of Phonics to Support Reading & Writing – May 2016  
Teachers will:

- Have, display and use appropriate knowledge to support all children in their care – have avenues of support to develop this where appropriate (e.g. colleagues, Letters and Sounds);
- Expectation of pupil engagement;
- Be picky on 'neat' sounds eg. r, m, n, t, l, p, h;
- Place importance of pace and repetition during sessions along with consistency of approaches throughout the school;
- Demonstrate consistency of approach to 'say and swipe' to support development and awareness of the skills of segmenting and blending;
- Place critical importance of knowing and using letter names to support phonic development
- Ensure consistent use of independently accessed resources to support children's reading and writing, developing alongside children's awareness and skills – developed between the school and resource publishing organisations. These will typically be linked to Foundations Stage; Key Stage 1; Year 3; Year 4; Year 5&6;
- Ensure consistency in the use of terminology relating to phonics throughout the school – terms such as phoneme, grapheme, digraph, trigraph, letter names (grapheme phoneme correspondence), segmenting and blending will be explicitly used to support development;
- Provide consistent graphic representations of sounds and their links to letters e.g. the use of a curved sweep to link 2 letters in a split digraph will be used;
- Make independent decisions over use of planning tools to best support their provision, considering published support in Letters and Sounds, Devon/Babcock LDP resources, TES phonics as appropriate;
- Introduce joins in letter formation as children are first introduced to writing
- In the Foundation Stage introduce Phase 2 phonics at the same time as developing Phase 1 in the Autumn Term – this can happen earlier for children in Foundation 1;
- Place importance on the ongoing modelling by adults of phonic-related skills where appropriate – 'if I'm using it, you're using it';
- Explicitly teach the reading and writing of tricky words;
- Secure half termly assessment of reading and writing will inform next steps and strategies for future teaching;
- Use explicit segmenting and blending skills with children using this vocabulary and consistent whole-school physical approaches linked to using these skills;
- Provide one-to-one support with appropriate time being provided based upon identified need;

- Explicitly support children to look at the word the whole time that it is being read (rather than looking at the adult supporting/leading);
- Discuss misread words with a focus upon seeking evidence from child for their pronunciation eg. 'Where is the g sound? .....You've said it, where is it?' Learning from discussed/ explored errors;
- Ensure consistency of phonic language used across the school eg. split digraph
- Ensure the use of sound buttons is tempered by awareness that the use of these can be over-scaffolded – having a go without sound buttons, returning to use them for support where needed is essential as skills develop;
- Provide explicit support for children in recognising that phonics is reading – not a discrete skill;
- Provide explicit support for children in listening to what they say and matching this to presented text – use of modelling of self-correction to support;
- Changes approach as needed based upon regular half-termly assessments and experience of children's learning.