

Haytor View Community Primary School & Nursery

Statement on the Teaching of Reading and Phonics

2024-25



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

Rationale

Learning to read is a key skill, our aim is for each child to be supported in developing the skills to read and write confidently, fluently and with understanding, in order to access learning throughout the curriculum. We want every child to have confidence and belief in themselves as a reader, seeing books and reading as sources of joy and pleasures. We use a wide range of texts to support reading at school and at home, the scheme used in Foundation Stage and Key Stage 1 is Monster Phonics, children in Key Stage 2 access Monster Phonics in accordance with their phonological development, this is supplemented by Bug Club and Oxford Project X as children progress towards being a free readers.

“Great books build the imagination. The more we read aloud expressively, and the more children are able to savour, discuss and reinterpret literature through the arts, the more memorable the characters, places and events become, building an inner world. A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds. The mind is like a ‘tardis’; it may seem small but inside there are many mansions. Each great book develops the imagination and equips the reader with language. Great stories speak to us as individuals and some children will return to certain books again and again. Great stories also build our language because around 75 per cent of our vocabulary comes from our reading. Reading develops the ability to think in the abstract; to follow lines of thought. Schools that have a reading spine, build a common bank of stories that bind the community together. These are shared and deeply imagined common experiences.” Pie Corbett

Phonics Statement

Phonics is taught daily in the Foundation Stage and Key Stage 1, through systematic structured lessons based on the multi sensory Monster Phonics synthetic phonics scheme. Each lesson provides an opportunity for children to revisit prior learning, taught new learning, practice and apply their learning.

Children in Key Stage 2 who continue to require phonics teaching, are taught in differentiated groups or individually:

- In Years 3 and 4 the Monster Phonics scheme, Bug Club and Oxford Project X books are used
- In Years 5 and 6 the Non fiction Monster Phonics, Bug Club, Oxford Project X books are used

Monster phonics resources are used throughout the school to support children's application of skills in reading and writing through the use of GPC (grapheme phoneme correspondence) choices charts.

Children are given daily opportunities to develop their reading skills.

The formation of graphemes are taught following the schools handwriting progression detailed in the handwriting policy, the Monster Phonics script is used in the teaching of handwriting. The children are taught to use magnetic letters from the start of the program, maximising opportunities for children to read and spell words when learning phonics. The High Frequency Words and Common Exception Words follow a slightly different order from Letters and Sounds so that they meet the requirements of the National Curriculum and to ensure that children have learnt all the first 100 High Frequency Words and the next 200 High Frequency Words by the end of Year 2.

Planned opportunities help children to

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes; in initial positions , and in different positions within a word.
5. reproduce audibly the phonemes they hear, in order all through the word;

6. use sound-talk to segment words into phonemes.
7. No Nonsense Spellings scheme of work is used to revise and embed grapheme knowledge.

In **Foundation Stage 1** we support children in listening and recognising sounds in the environment and experiment with sounds. In their daily spiral sessions the children focus on rhyme, oral blending and language development through high quality stories and rhymes.

Children are also taught:

1. To discriminate sound – environmental sounds
2. To discriminate sound – instrumental sounds
3. To discriminate sound – body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice sounds
7. Oral blending and segmenting

Within each aspect above, there are three strands.

- Auditory discrimination – tuning-in to sounds
- Auditory memory and sequencing – listening and recalling sounds
- Developing vocabulary and language comprehension – talking about sounds

In Foundation Stage 2 and Year 1 children learn how to recognise and read the sounds in words and how these are represented in writing. This is essential for reading and supports spelling.

Children develop their knowledge that:

- Letters are symbols that represent sounds;
- A sound (Phoneme) may be represented by 1, 2, 3 or 4 letters; (graphemes)
- The same sound may be spelled in more than one way (one sound – different spellings);
- Many spellings can represent more than one sound (one spelling – different sounds);
- There are common exception 'tricky' words;

In **Foundation Stage 2** the children work on Phase 2/ 3 and 4. Phonics starts in Reception in week 2 to ensure the children make a strong start. By the end of Reception, children will have been taught up to phase 4.

In Phase 2

1. They are taught 19 new graphemes;
2. They are introduced to letter names;
3. They progress from oral to written (visual) blending and segmenting;
4. They read and spell some VC and CVC words;
5. They read 2 syllable words
6. They learn to read some high frequency / tricky words and start to spell these words

When the children know the 19 graphemes in Phase 2 and are able to blend phonemes to read VC and Segment VC words to spell, as well as blending and segmenting CVC words orally, reading and spelling CVC words, they move onto Phase 3 using a whole class approach. Intervention is provided for children who are still working within Phase 2.

In Phase 3:

1. They are taught 25 new graphemes
2. They are taught CVC blending and segmentation
3. They are taught to read and spell simple 2 syllable words
4. They learn letter names
5. They learn to read more tricky words and learn to spell some of the words

As the children start to blend sounds together to read words they practice reading books which are matched to their phonic ability increasing their range of sounds, they also read the tricky words they are learning.

They further develop their skills of:

- Blending by combining sounds to build words (oral blending and blending for reading)

- Segmenting by breaking a word down into individual sounds (using fingers to count the phonemes heard)
- Reading and spelling words accurately;

By the time children move into Phase 4 they will be able to represent 42 phonemes with a grapheme, they will be able to read and spell CVC words, including 2 syllable words. They will know all of the letter names and be able to read and spell some tricky words.

In Foundation Stage 2 a whole class approach is used for 20 minutes a day. Also included are additional daily 'keep up' and 'catch up' intervention groups for children who have been assessed as needing specific support in blending or sound recognition.

Phase 5 is taught throughout **Year 1**. When children start phase 5, they will already be able to read and spell words containing phase 2 and 3 graphemes, adjacent consonants and some polysyllabic words. Phase 5 teaches a set of new graphemes, alternative pronunciations for graphemes already known and alternative spellings for phonemes.

The children will learn:

- To broaden existing knowledge and become quicker at recognising and recalling graphemes for use in reading and spelling.
- New graphemes and alternative pronunciations for these and graphemes they already know, where relevant.
- Alternative pronunciations for known graphemes.
- Alternative spelling for phonemes.
- To choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

The children learn to:

- Read words using blending and segmentation;
- Write words using blending and segmentation;
- Build sentences aloud before they write;
- Reading from a range of fiction and non fiction books matched to their phonic knowledge;
- Develop comprehension skills
- Engage in discussion about what they have read;
- Extend their vocabulary knowledge

Phase 6 phonics is taught throughout **Year 2**. They will have revisited Phase 5:

- The children will know most of the common grapheme–phoneme correspondences (GPCs);
- They should be able to read familiar words automatically
- They should be able to decode words quickly and silently because their sounding and blending routine is now well established;
- They should spell mostly phonemically accurately. Spelling usually lags behind reading, as it is harder.

In Phase 6 the children will learn:

1. To become fluent readers and increasingly accurate spellers
2. To use spelling guidelines to improve accuracy. For example, to recognise that the position of a phoneme in a word may rule out certain graphemes for that phoneme.
3. To use strategies for gaining independence, such as proofreading and use of dictionaries and spell checkers and how fluent joined handwriting supports accurate spelling.
4. To learn less common spelling patterns, including w-a, w-or, al, ve, schwa 'a'
5. To be able to use spelling rules to spell:
 - Prefixes and suffixes
 - Contractions
 - Homophones

In Year 2 the above skills are embedded and wider spelling, grammar and punctuation concepts are introduced.

In Key Stage 2 children who continue to require phonics support are provided with dedicated sessions.

Phonics Progression

RECEPTION Term 1

Term 1 teaches initial sounds and Reception Decodable and Tricky words. Consonant digraphs are introduced, as are some vowel digraphs. Each lesson follows the simple routine of an introductory teacher-led PowerPoint, song and an activity. Each lesson focuses only on words that use graphemes that have been taught so far.

RECEPTION Term 2

Term 2 continues to teach vowel digraphs and Reception decodable and tricky words. Lessons follow a routine format with familiar activities being used across the term. Well-known repetitive traditional stories and songs provide a focus for activities to develop reading and writing in sentences. The aim is to provide real and meaningful contexts for practising blending and segmenting graphemes.

RECEPTION Term 3

Term 3 focus is on the skills of blending and segmenting CCVC, CVCC, CCVCC, CVC+ previously taught digraphs. Lessons continue to follow the routine format taught across Term 2. Well-known traditional repetitive stories and songs provide a focus for activities to blending and segmenting skills, whilst increasing automaticity to read and write captions and sentences.

YEAR 1 Term 1

Term 1 teaches Year 1 graphemes, all of the Year 1 CEWs and the first 100 HFWs. The addition of suffixes ed, s/es, ing, er and est (with no change to the root word) is introduced in specific spelling lessons and continues to be taught and reinforced in grapheme lessons.

YEAR 1 Term 2

Term 2 teaches the remainder of the Year 1 graphemes, the next 200 HFWs, the prefix un and the k before e, i and y rule. All Year 1 graphemes are taught by week 9 when revision lessons commence. The daily activities set out in the Worksheets check for gaps in learning, further reinforce word lists, practise grammatical rules and dictation. Videos and PowerPoints from term 1 reinforce word lists and rules. All of the first 300 HFWs have been taught by the end of this term.

YEAR 1 Term 3

This starts with preparation for the Year 1 Phonics Screening Check, using real and nonsense word reading activities and a mock phonics screen. The remainder of the term continues with revision of the Year 1 graphemes. Spelling rules, HFWs and CEWs are recapped in the last 3 weeks.

YEAR 2 Overview of Term 1

Term 1 teaches all National Curriculum Year 2 graphemes, the Year 2 CEW and the majority of the spelling rules, including the rules for adding vowel suffixes – the drop e, double consonant and y to an i rule. Homophones/near homophone are also taught in term 1.

Children in Year 2 are taught spellings daily using the no nonsense spelling pathway, meeting the requirements of the 2014 National Curriculum (refer to English Curriculum Page on website for further information).

Phonics Intervention

Intervention is provided for children who have been identified as needing specific support in their phonological development, from Foundation Stage to Key Stage 2. Intervention can be applied through a variety of grouping sizes, depending upon the needs of learners.

The Monster Phonics intervention approach is used in Foundation Stage and Key Stage 1:

- A dedicated intervention 'keep-up' session is led by the teacher daily after the main session for children identified as not keeping up, through the daily assessments of the learning objectives or through the regular assessments in the programme. Wherever practicable a same-day approach is

taken to intervention., this allows gaps in phonics knowledge to be addressed before the next phonics session. Intervention activities are accessible, with reduced cognitive load and targeted using a multisensory approach to facilitate learning.

- 'Catch up' intervention sessions are planned for children who have significant gaps in their phonics knowledge across Key stage 2 and for children who are not keeping up across Reception – Year 2. These 'blending to read- catch -up' sessions are delivered daily in a 1-1 situation for 5 minutes.
- To ensure continuity for these children the same structure is used across the school when delivering 'Catch up' sessions. A catch up session include, phoneme flash, reading words continuing the focus phoneme, reading sentences which continue words with the focused phoneme, using magnetic letters to spell words which contain the focused phoneme and writing the word using a pencil/ pen.

Intervention takes account of the key principles of memory:

- It is targeted around assessed learning objectives to determine the content that is required to be embedded in long term memory
- It focuses specifically on what children need to pay attention to
- The content does not overload working memory
- Additional resources are available for overlearning
- It provides repetitive fast-paced practice of GPC recognition, letter formation, blending and segmenting
- The activities are routine for efficient learning
- Blending and segmenting are practised within the sessions. Following on from this, children should be encouraged to blend and segment in their heads and eventually chunk longer words to read. This facilitates fluency.

In planning for intervention teachers:

1. Identify children at risk of not keeping up. This will include any pupils who have not met one or more of the learning objectives of the recent lesson (as shown in the Termly Plan) and children who have gaps in learning shown in the regular assessments.
2. Download the Skills and Knowledge Gap Flowchart to identify any skills gaps.
3. Select the intervention focus from the list following the instructions on the page
4. Arrange for the intervention to be delivered for a 10-15 minute session to a small group or one-to-one and children complete the sections of the activity that relate to the specific Learning Objective and skills gap to be supported.
5. Re-assess the Learning Objective and record progress.

Where children have still not met the Learning Objective, the teacher will review the child's engagement, provision of multi-sensory teaching to reinforce the memory of phonics and letter formation and practise blending and segmenting skills. They may discuss the child/ren with the phonics lead or SENDCo to review planning.

Phonics Resources

All Key Stages use resources from Monster Phonics, to support children's application of phonic knowledge. This provides consistency and continuity as children progress through the school or work in different areas of the school.

Phonics Assessment

Children's progress in phonics is continually tracked and reviewed as practitioners assess children's understanding of letter-sound correspondences both within the phonics session, reading sessions and writing activities. The school uses Phonics Tracker across the school to support its phonics assessment process, using Monster Phonics assessment resources to support the process.

The statutory phonics screening check is undertaken in June in Year 1, this provides information as to the standard each child is working at against national data. Children are expected to read 40 decodable words as well as 'alien' words. Children who do not meet the phonics pass rate, will be re-assessed during the summer term in Year 2.

The Monster Phonics Scheme details a range of assessment opportunities:

Formative Assessments

Regular and efficient monitoring of children's development in phonics is essential if they are to become competent and confident readers, and subsequently writers. The Monster Phonics programme has a clearly mapped set of assessments which allows for checking children's grapheme-phoneme correspondence (GPC), knowledge of High-Frequency Words (HFWs) and Common Exception Words (CEWs) for reading and writing. The assessment schedule for Monster Phonics is broken down for each year group; Reception, Year One and Year Two. Each year group has a set of graphemes, CEWs and HFWs to be learnt and then assessed.

Daily Formative Assessments

The first and most frequently used assessment will take place daily by the practitioner delivering the phonics session. Children who have not met the daily objective are noted and any gaps are addressed with a short recap at some point before the next discrete phonics session. Teachers regularly review the children's achievements in the application of newly taught skills and knowledge. In the case of phonics, this is applicable in the area of reading and writing throughout the rest of the curriculum (independently, guided or 1:1). This allows for any misconceptions or problems to be quickly identified and work to be plans made to fill potential gaps.

Reading Assessments

- RECEPTION - In addition to the ongoing weekly in-class assessment of learning outcome, formative reading assessments regularly track progress. These take place in weeks 7 and 12 of Term 1, weeks 6 and 12 of Term 2 and in week 12 of Term 3. They are tested 1 to 1 with an adult.
- YEAR 1 - These assessments take place in weeks 4, 8 and 11 of Term 1, weeks 3, 6 and 9 of Term 2 and in weeks 5 and 9 of Term 3 and week 5 and 9 in term 3. They are tested 1 to 1 with an adult.
- YEAR 2 - In addition to the ongoing weekly in-class assessment of learning outcome, formative reading assessments regularly track progress. These take place in week 7 of Term 1, weeks 2 and 12 of Term 2 and in weeks 8 and 12 of Term 3. They are tested 1 to 1 with an adult.

Spelling Assessments

- RECEPTION These assessments are for children who are ready to write, they are in the form of simple dictations, although may also be given as individual words. Formative assessments take place after Phase 2, in the middle of Phase 3, at the end of Phase 3 and at the end of Phase 4. A set of dictation sentences tests the spelling of each grapheme.
- YEAR 1 Formative assessments take place after every 8 or 9 lessons. A group of graphemes and suffixes are tested through a set of dictation sentences, although may also be given as individual words. These assessments can also be used to inform the teacher assessment frameworks at the end of key stage 1.

Common Exception Word Assessments

Common exception words are tested through dictations in a format that is useful for the teacher assessment frameworks at the end of key stage 1.

High-Frequency Word Assessments

- The class record sheet can be used to record spellings. The individual record sheet can be used for children requiring learning support and has multiple entries for the same time to record progress. The record sheets test words in the order of frequency with the most frequent words being highest on the list.
- The colour-coded record highlights the phonetic areas that require focus. For example, if most words with 'ee' or with a silent letter are spelt incorrectly, these graphemes require a review.

Summative End of Year Phonics Screening Test

The summative assessment is aligned to the end of Year 1 phonics screen, the test includes every grapheme within the Year 1 curriculum.

Reading Schemes

In the Foundation Stage and Key Stage 1 we have adopted the Monster Phonics reading scheme, in Key Stage 2 children who continue to require graded reading material as they work towards reading independently access Monster Phonics, Bug Club and Project X books (Years 3 and 4) and Bug Club & Project X books in Years 5 and 6.

Our Aim

Our aim is for each child to be supported in developing the skills to read confidently, fluently and with understanding to support an enjoyment of reading.

Children develop the skills to:

- Learn to read and write letter sound correspondences;
- Develop phonetic skills of blending and reading accurately and fluently;
- Decode;
- Read with fluency and expression
- Comprehend what they read;
- Read with confidence across a wide range of texts;
- Develop their vocabulary;
- Analyse and discuss what they have read;

We aim to:

- Promote reading for pleasure;
- Promote a positive attitude to reading;
- Support children in accessing a wide range of texts;
- Develop children phonological knowledge in blending and reading accurately and fluently;
- Extend children's vocabulary;
- Develop comprehension skills, supporting children in reflecting on what they have read and discussing their opinions;
- Engage parents and carers in sharing reading experiences with their children;

Teaching of Reading

As children are introduced to reading they are given picture books which do not contain any text, to support children in sharing the book and engaging in discussion. During this time adults model reading language to support the development of vocabulary. As children's knowledge grows they are introduced to books with text which are matched to their phonic ability to support them in phonetically decoding words.

As the children move into Key Stage 2 we begin to explore how the writer has used language to keep the reader's interest. The children are exposed to a wider range of texts and authors as well as more challenging texts to widen and develop their vocabulary. We look at the features of a range of different fiction and non-fiction texts, discussing the use of different layouts and sentence structures.

The direct instruction of reading across Key Stage Two is heavily influenced by the research of Dr Tim Rasinski from Kent State University and in turn, the application of this research to primary teaching in this country by Herts. For Learning. Our own approach has incorporated the importance of Reading Fluency into our weekly plan and placed this at the heart of our belief in children improving comprehension of the written word through development of the prosody and automaticity of their reading. This approach to Reading fluency is intertwined with our approach to supporting children in developing a wider vocabulary. On a weekly basis, the children would typically explore a new text, becoming experts at reading that text with prosody and automaticity, along with investigating and committing to long-term memory the new vocabulary that the text contains. Various activities are built into the weekly plan (as well as the weeks following) to ensure the new vocabulary is practised in a distributed way, thereby ensuring better recall of the words by learners and ensuring they are committed to long term memory.

Range of Reading Opportunities

Children read through a range of opportunities, including: independently, in guided groups, with reading partners, reading ambassadors and in whole class shared reading sessions. Children listen to adults and other children read.

The reading curriculum is based around a range of texts selected to captivate the children's interest and motivate them as readers. They are introduced to a wide range of authors, writing for a variety of purposes.

Adults model a pleasure of books and the deeper skills of reading including predicting, wondering, clarifying, summarising, these strategies support comprehension. Adults also model prosody and fluency so children can hear what 'good reading' sounds like.

In guided group sessions children are supported in developing their understanding of grapheme - phoneme correspondence and applying this knowledge to segment and blend to read phonically decodable words, for longer words children are taught to chunk and blend using their developing phonic knowledge. Texts are provided which match the child's current step in their phonic development, these are accessed in class shared reading and group guided reading. Teachers explicitly model echo reading of the texts to support fluency and prosody. As children develop confidence within their stage of phonic development through targeted group reading, each child gets their own individual reading book to support independent application of their phonic knowledge and reading strategies to support fluency and comprehension. As children automatically segment and blend, children are taught to decode words quickly and silently as they develop independence, they develop automaticity in reading familiar words.

Children are able to take a book home from their class library to support their reading for pleasure and access to breadth of texts, this can be a book which they share with their parent / carer. We want children to experience a wide range of books and share these with their family. The class library is a selection of age appropriate books chosen from a variety of authors. Time to Think sessions are an opportunity for children and families to sit together and choose books they would like to take home and share together.

The reading spine provides children with access to a wide range of rich texts which teachers read to children, to support children's enjoyment of the range of fiction and non fiction genres. Teachers model reading strategies, this supports the development of children's vocabulary, comprehension and writing. The reading spine is made up of 'essential reads', which covers a diverse range of experience to broaden understanding.

The focus is 'reading for pleasure', therefore the books read are not linked to class topics and are kept as a teacher's resource. They contain the following characteristics:

- elicit a strong response – curiosity, anger, excitement, laughter, empathy
- have a strong narrative that will sustain multiple readings
- extend children's vocabulary
- have illustrations which are engaging and reflect children from all backgrounds and cultures
- help children connect with who they are
- help children to understand the lives of people whose experiences and perspectives may be different from their own.

The books also include a range of stories set in the UK and around the world, both traditional and modern, as well as non-fiction.

Alongside reading books, we support reading skills through an awareness of print in their environment, we place a high emphasis on the development of vocabulary and language comprehension through rich, reciprocal talk.

Reading Assessment

We monitor the progress of each child including: assessments, observations, phonics tracking, identifying children who require additional support. NFER assessments are completed twice a year in Years 3 – 5 and once a year for Years 2 and 6, external tests for Key Stage One and Two are completed in Summer term and reported to parents. Where children are unable to access NFER tests, a YARC assessment is used.

The school uses PM Benchmarking to support the matching of graded readers and to track and assess pupils' reading progress, where further information is required.

Consultation with the school SENDCO and external agencies is arranged for children who require additional support and reading intervention strategies.

Our reading books are organised into bands, children are assessed regularly and move onto the next group when their fluency and understanding demonstrates reading competence.

Reading Contact Books

Book choices are recorded in the reading contact book, including reading and discussions which take place at home about books.