

**St Joseph's Catholic Primary School
Gateshead.**

Phonics and Early Reading



Mission Statement

**Aim high, Care for others as Jesus does,
Everyone welcome.**

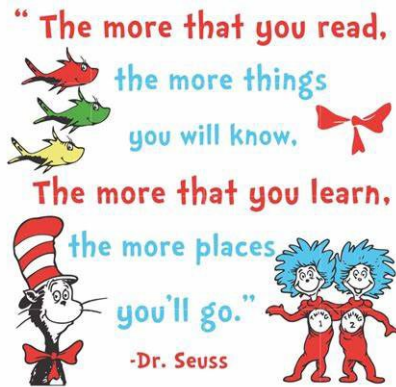
Early Reading



INTENT

Reading is at the very heart of everything we do at St Joseph's. Learning to read is arguably the single most important thing that a child will ever learn. It lays the foundations for everything else, so our staff work extremely hard to ensure that every child learns to read as soon as possible. From making a strong start in phonics in the Early Years, to developing a love of reading for pleasure as they journey through school, our goal is that EVERY child leaves our school as a confident, engaged and fluent reader.

We have worked hard to create an inclusive, exciting and challenging curriculum, which develops and secures the children's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading. We strive to create an environment in which the children are enthused by reading, where they have access to the highest quality texts and where they see positive 'reading' role-models all around them. more, in reading and writing.



IMPLEMENTATION



Phonics is taught from the very beginning in our Reception Class. We do this using a bespoke programme of study called READ WRITE INC. which provides a structured and systematic approach. It is designed to create fluent readers, confident speakers and willing writers. Research shows that, when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.

According to the DfE (Department for Education), 'almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words.' They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

We chose RWI for our school so that the teaching of reading and writing is rigorous, consistent and of the highest quality. We use the programme to ensure that all children achieve reading success, even from the lowest starting points.

All our staff have received training in the teaching of reading. They all use the same language, routines and resources and have the same expectations of progress.

How will the sounds be taught?

From the very beginning, children are placed in homogeneous groups based upon their phonic stage. We re-assess the children every half-term so that we can place them in the group where they'll make the most progress. Successful phonics teaching depends upon the children learning to read and write sounds effortlessly, so we make it simple and fun. They first learn the sounds and then they learn to read words by sound-blending using a frog called Fred. Fred says the sounds and the children help him blend the sounds to read each word. As well as learning to read and blend real words, children will have plenty of opportunities to apply their sound recognition skills when reading 'Nonsense/Alien words'. These words will also feature heavily in the Year One Phonics Screening check in the Summer term.

How do we teach children to spell confidently?

We use two simple activities: Fred Fingers to spell regular words and Red Rhythms for tricky words.

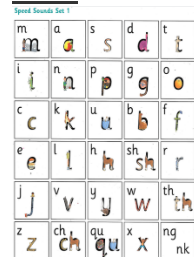
Fred Fingers

We teach children to spell using 'Fred Fingers': we say a word and then children pinch the sounds onto their fingers and write the word, sound by sound.

Red Rhythms

We teach tricky words with Red Rhythms. We say the tricky letters in a puzzled or annoyed voice and build the letter names up into a rhythm, for example, s-ai-d.

Set 1



Set 2 & 3



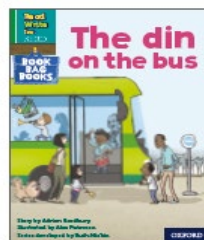
Nonsense words (Alien words)



Story Book Lessons

An important element of the daily RWI lesson is the Story Book session. Before they read the story, the children sound out the names of characters and new words, practise reading any of the 'tricky red' words and listen to an exciting introduction.

Partner work is very important; the teacher observes and checks what they know and only moves on when pupils are ready. Over three days, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why. By the time your child reads the story to you at home (or a matched book bag book), they will be able to read it confidently with expression (storyteller voice).



Teachers use a range of summative data to identify the children who need additional support. These children are identified quickly and within the first 4 weeks of Reception Class. Children are monitored closely throughout the programme to ensure that they are still in the right group. Any child who needs additional support receives daily 'catch up' sessions with a HLTA or TA. Interventions follow the same structure of class teaching, and use the same terminology and resources, but in smaller steps, with more repetition so that every child has the opportunity to secure their knowledge. Children in Year 2 and 3 who have not passed the Phonics Check, completed RWI or whose reading is not fluent, are given catch up sessions taught by a HLTA or TA, following the same format as sessions for our younger children

What happens when pupils finish the Read Write Inc. Phonics Programme?

As children become more fluent readers, their need for regular phonics teaching decreases, so that by the time they reach the end of Year 2, the daily phonics lesson changes to have more of a focus on spelling patterns and rules. Reading is largely taught through the daily English lesson, which focuses on a wide variety of high-quality texts, encompassing fiction, non-fiction and poetry genres. Key comprehension skills are taught in whole class lessons and in one to one reading.

1:1 Reading

In Reception, KS1 and KS2 we use a RED, AMBER, GREEN system for hearing children read. Children in the GREEN category, working comfortably at age related expectations will read aloud to an adult once a week. AMBER readers – working at age related expectations, will be heard at least twice per week. RED readers – those working below age related expectations will read daily to the teacher or TA. Teachers ensure that through no child is missed.

Daily Story Time

Daily story time is a non-negotiable element to our Reading Curriculum. These sessions, usually at the end of the day, focus on listening skills, story structure, vocabulary, comprehension skills, recall and enjoyment.

We use 'Talk through Stories' as a means to making these sessions as beneficial to the children as possible. They are designed to extend and deepen the children's vocabulary so that they can understand the books they will soon be able to read for themselves.

Every term, teachers reveal an exciting set of 'Favourite Five' books into their classroom. These books are chosen from a range of texts, some 'Golden Oldies' and other newer titles ensuring that the children are exposed to diverse characters, cultures, genres and a range of authors. These books are re-read to the children frequently so that they can learn the story, read them to each other and practise using their story teller voices. They will know these stories by heart and will be able to pick up the books and become immersed.

As you enter each classroom you will be able to see our 'Favourite Five' and these stories will remain with the class for the year enabling the staff and children to keep re-visiting and enjoying the pure magic that can be found inside a book. Every class has their own reading space or library area where the children select from the 'favourite five' or from other specially selected, high quality stories and non-fiction texts. We also have a small 'Reading Garden' which provides a sheltered place where the children can read during the summer term. Additional small-group story times are timetabled for children with speech, language and communication needs along with Nurture Groups for children who especially need time to talk and be listened to.

Home Reading Systems

At St Joseph's, we endeavor to build a home-reading partnership which enables parents to have the confidence to support their children with their reading at home but also to celebrate their achievements. We want to inform and enthuse our parents in becoming integral parts of their children's reading journey.

During the first few weeks of Reception, all parents are invited to 'Reading Information' meeting. This includes an insight into what a daily lesson looks like and what our home reading books entail. All our families are provided with a pack to ensure children are given the opportunity to continue to rehearse, consolidate and apply their phonic knowledge at home.

Children will only bring home books that are entirely decodable, this means that they *should* be able to read these books as they already know the code contained within the book. There is a set of progressive books for each colour band on the RWI phonics programme. Relating to each focus book is a 'book bag' book. In RWI groups, pupils will be issued with their focus books or a book bag book to take home. The children will have just finished reading this/similar book in their group and they will be able to read it confidently having read it two or three times already in class. We want children to look forward to sharing these books with someone at home. The children read this book twice at school and twice at home each week. Children also take home a 'Reading for Pleasure' book which they have chosen from the class or school library. We ask parents to

support their children in their reading journey by listening to them read at home and writing a comment in their Reading Record.

IMPACT

Our 'Early Reading' Lead follows a clear monitoring cycle which evaluates the quality of teaching and learning and tracks the progress of every child. This knowledge feeds into an action plan which seeks to continually improve the quality of teaching and learning in Reading. Teachers follow a comprehensive 'Phonics/Reading Progression map which sets out explicit expectations for what children in each year group show we taught and should be able to do by each assessment Checkpoint

The impact of our Reading Curriculum is measured in a range of ways.

- Daily Assessment for Learning - Formative Assessment
- Summative Assessment
- Pupil Progress Meetings
- RWI Phonic assessments
- Red Word/HIGH Frequency Word assessments
- Spelling tests
- Burt Reading Tests
- The EYFS Profile
- Phonics Screening Check in Year 1
- End of Key Stage SATS in Year 2

Our expectation is that, through the teaching of systematic phonics, all of our children will become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, the children will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter, even when they have completed the RWI programme. They will have the opportunity to develop their fluency and comprehension as they move through the school and be exposed to a language rich environment which develops and extends their vocabulary.

We believe that reading is the key to unlocking ALL learning and so the impact of our reading curriculum goes beyond the statutory assessments. We hope to give the children the opportunity to enter the amazing new worlds and adventures that a book opens up to them. We hope that the sharing of texts from a range of cultures or genres inspires them to question or seek out more for themselves. We want reading to be the golden thread running through a child's journey at St Joseph's. When they leave us, we want them to possess the reading skills they need to be successful but also a love of literature.

Role of the Class Teacher/Non-negotiables

Daily story time in EYFS and KS1

Provide daily independent reading time

Daily teaching of phonics in KS1 and Interventions in Key stage 2 – Year 3

Daily teaching of vocabulary

Emphasis on reading for pleasure daily

Comprehension either oral or written daily

Promoting a love of reading

Monitoring progress in phonics

Monitoring reading and spelling of common exception words

Monitoring the effectiveness and progress made in reading both individual guided or class

Reviewing assessment data to track progress and plan next steps

Identifying children who require intervention or challenge

Work with and support HLTA'S and TA's in teaching reading and phonics

Ensuring reading materials are of a good quality

Keeping up to date with the curriculum for reading

