

# Reading at St Ann's Well Academy

The 2014 curriculum places great emphasis on reading. Pupils should demonstrate the motivation to read fluently, widely and frequently.

The foundations for the teaching of reading are rooted in the teaching of phonics. As children become more confident with blending the sounds in words for reading, we then begin to develop their comprehension skills.

As they move through school, we plan and teach lessons that develop their skills of comprehension, inference and analysis of the author's intent. We have a strong focus on nurturing a love of reading along the way!

## Foundation and Key Stage 1 Phonics Teaching

Discrete phonics sessions are taught daily, throughout Reception and Key Stage 1, following the planning and guidance of Letters and Sounds and the National Curriculum spelling appendix.

- Children are organised into ability groups which are planned for and taught by different adults.
- Year 1 children (and Year 2 children who have not yet passed the Phonics Screening Check) take a Mock Phonics Screening Check every 8 to 10 weeks to inform future groupings and planning.
- A 20 minute session usually follows the format of:
  - REVISIT (Previous phonics knowledge)
  - TEACH (New phoneme. Model reading/writing)
  - PRACTISE (Children practice reading/writing in **words**)
  - APPLY (Children practice reading/writing in **sentences**)

F1:

- Concentrates on phonological awareness with the introduction of corresponding graphemes
- Teaching begins at Phase 1 and includes developing speaking and listening skills, reading stories and singing songs.
- Opportunities are given in continuous provision to explore graphemes through a wide range of activities.
- Consistent action to phoneme correspondence is used throughout the foundation unit.
- Sharing of stories, developing questioning skills and story language.

F2:

- Phonics is taught daily for 20 minutes.
- Children are expected to be secure in Phase 3 and have experience and exposure to Phase 4.
- Consistent action to phoneme correspondence is used throughout the foundation unit.
- Sharing stories, developing questioning skills and story language.

Year 1:

- Phonics is taught daily for 20 minutes in groups according to phase required.
- Children are expected to be working at Phase 5 by the end of the year and have been taught the full coverage of the National Curriculum Year 1 Spelling Appendix.

Year 2:

- Phonics/spelling is taught daily for 20 minutes in groups.
- Phonics revision takes place for those who require it.
- By the end of Year 2, children have been taught the full coverage of the National Curriculum Year 2 Spelling Appendix.
- The programme Read, Write Inc is used for spelling patterns.

## Letters and Sounds

**Phase.1** - This is the first phase and it focuses on developing listening skills. This is the most important phase because you need to be able to hear the sounds in a word if you are going to read and write successfully. Pupils will be encouraged to try and think of other words that start with the same sound as well as listen out for rhyming words. When they are confident in this phase they will be able to say what the word is that an adult has segmented (sounded out).

**Phase.2** - This is the next step in the learning journey and this is where they start learning the sounds that the phonemes (letters) make. They will learn 4 sounds a week and will practice reading words with these phonemes in and also learn how to form the letters correctly. They also learn 6 tricky words, which are words that they cannot read by just sounding out the phonemes.

**Phase.3** - This is where they start learn about capital letters and the alphabet. Pupils learn that each letter has a name and a sound that it represents. They also start to learn some digraphs (which are phonemes made with 2 letters, so there may be 2 letters but together they only make 1 sound, e.g 'sh'). As in Phase 2 there is another set of tricky words to learn to read.

Pupils will start reading words with the new phonemes as well as beginning to write simple words using phonemes and tricky words from Phase 2.

**Phase.4** - This phase tries to pull together all the phonemes and skills learnt in the previous phases and giving pupils more opportunities to apply their knowledge. In this phase they focus on being able to read and write words confidently using all the phase 2 and 3 phonemes. Pupils learn to read another set of tricky words and practice writing their writing so that can confidently write the phase 2 and 3 tricky words independently.

**Phase.5** - Once confident with a core set of phonemes and how to use pupils will enter phase 5 which is a long phase with a lot to learn and master. They will learn that some graphemes (letters) can have different phonemes (sounds) for example 'c' in cat makes a different sound to the 'c' in cell (which is more of a 's' sound). They will also learn that there is sometimes more than one grapheme to represent a phoneme. Pupils will also be introduced to split digraphs (which is where 2 letters work together in a word to make the sound, but are not next to each other and the letters are not sounded out when reading the word). The word 'game' is a good example, in this word the 'a - e' graphemes work together to make an 'ay' sound. As in all of the phases there is another set of 'tricky words' to learn.

**Phase.6** - This is the last phase. In this phase pupils will focus on writing with all of the phonemes and tricky words that they have learnt in all of the phases. They will also be learning spelling rules, for example what we do if we add 'ing' to the end of a word. We use Read, Write Inc. programme.

### **Helping with phonics at home**

**Read** regularly with your child - Encourage children to recognise sounds and as they grow more confident, encourage them to blend the sounds together and to read sentences independently.

When you are reading to your child, emphasise the rhyming words and ask what is special about them.

**Initial letter sound hunt** – Say a sound to your child and see if they can find something in their house that starts with that letter. This also works well with 'I spy' but remember to use the letter sound and not its name.

**Songs** – Sing nursery rhymes and traditional songs with your child and talk to them about the patterns that they notice in the words.

### **Useful terms in phonics**

**grapheme vowels** – the open sounds / letters of the alphabet: a,e,i,o and u

**consonants** – sounds/ letters of the alphabet that are not vowels.

**blend** – to merge individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

**cluster** – two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster

**digraph** – two letters making one sound, e.g. sh, ch, th, ph.

**vowel digraphs** – two vowels which, together, make one sound, e.g. ai, oo, ow

**split digraph** – two letters, split, making one sound, e.g. a-e as in make or i-e in site

– letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

**mnemonic** — a device for memorising and recalling something, such as a snake shaped like the letter 'S'

**phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

**segment** — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

**Please come and talk to us if you have any questions or need advice about how to support your child.**

### Reading Scheme

**ORT** - In school we use two reading schemes - Phonics Bug (F2) and Oxford Reading Tree (F2 - KS1). This is also supported by **Book bands** which are books that have been banded by colour by the publisher based on the level of **reading** difficulty. Our book bands go from pink to black.

In F2 Rainbow words are the first lists of key words that we teach the pupils. This supports them in their development of reading and helps them to start writing independently.

### Key Stage 2

Years 3-6:

- Appropriate phonics provision is implemented for children who are not working at the expected level.

**It should be noted that whilst phonics works for most children, it is not the key to unlocking reading for every child. If a child has received phonics teaching and intervention with no success, an alternative strategy or intervention will be planned.**