



INTENT

Phonics

The teaching of phonics is 'good' and consistent throughout the school.

Fidelity to the Read Write Inc Scheme is adhered to by all staff.

RWI lessons are daily and 45 minutes long in order to ensure coverage of all aspects of the lesson.

Children are able to develop fluency during the second and third read in RWI lessons.

All children read books that closely match their reading ability using RWI book bag books where possible.

The children in the Early Years develop rapid phonic awareness, starting to learn Set 1 sounds quickly after starting in Reception. Oral blending and segmenting games start from Day 1.

The children attending our Nursery are immersed in Phase 1 phonics opportunities, which are planned for and led by all staff.

Reading

All children develop a life-long habit of reading and choose to read for pleasure and making meaning. Book talk is prevalent throughout the school.

Classrooms encourage and inspire children to read for pleasure.

Children are immersed in high quality texts to acquire new language regularly. Texts are linked to themes and topics as well as suggested reads from the Pie Corbett reading spine.

Daily, high quality story times are planned for and timetabled. Children are read to at least three times a day in Key Stage 1. Reception children have an opportunity to be read to more often throughout their school day.

Daily whole class shared reading opportunities allow ALL children to acquire new language and develop comprehension, inference and deduction skills.

Parents are informed and engage in ways to support their children to develop their word reading skills as well as their love of reading.

IMPLEMENTATION

The Seven Aspects of Reading at Trewirgie Infants' and Nursery School

Our Reading Priorities

- Each of our classrooms has a reading corner where pupils can sit comfortably during the day to read a book. Books are rotated regularly by staff to match the class topic and pupils' interests. The area is resourced with books from Pie Corbett's Reading Spine as well as a range of fiction, non-fiction and poetry.
- Each classroom has a selection of books as a mini library with a selection of fiction, non-fiction and poetry. Children are encouraged to choose a book each week to share with their families at home.
- We endeavour to use books and high quality texts to enrich the learning and provide access to a range of genres. Key Stage One teachers plan for daily Shared Reading sessions where every child is immersed in new vocabulary and encouraged to discuss the text in detail, focusing on fluency and comprehension. These sessions encourage expression and fluency and it allows our children to access texts they might struggle with alone. It enables our confident readers to enjoy texts they could read, but in a different way and it becomes an interactive performance where everyone could join in, sparked by the words on the page.
- Reading for Pleasure opportunities have been planned into the daily timetable of all three year groups. Children are given ownership of what they read during these times, as well as where they read and who they share their book with. Adults ensure they model what reading for pleasure looks like and the book talk the children may choose to use with their peers.
- In EYFS children are heard read at least once a week. Children in KS1 who are not read with regularly at home are read with at least once a week in school.
- Read Write Inc (RWI) is followed in EYFS and KS1. Children who have progressed and are now off scheme continue to learn to read and spell words through the Literacy and Language scheme. Read Write Inc lessons are 45 minutes long and take place every morning from 9am – 9:45am. The lessons focus on developing reading skills and comprehension as well as writing for a purpose.
- Once children have developed their phonics and decoding skills they read texts that match their phonic ability and are fully decodable.
- Children who are learning phonics in EYFS and KS1 take home three books: a RWI paper copy of the storybook they are reading in their RWI sessions, a Book Bag book as a decodable book, linked to the sounds and red words they have practiced during RWI and a library book as a book to be read to for pleasure and shared with their families.
- Children on the reading scheme and those who have progressed to 'Free' reading continue to be given support in what books to choose as their individual reading book. Books are changed within the RWI lessons by the reading teachers. Library books are changed in classrooms. Children who are 'off scheme' choose books from a range of 'banded' books from level 9 upwards. This ensures challenge and progression. The Literacy and Language teacher monitors and supports the children in their choices.

Promoting a love of reading

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers read class stories to promote a love and enjoyment of stories, immersing them in the world of imagination.

- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy. Reading is at the heart of our curriculum.
- Class reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read and enable all children to listen to texts read fluently.
- Shared reading time daily – planning/timetables demonstrate when this will take place, texts that will be shared, questions that will be asked and vocabulary that will be introduced and discussed. KS1 teachers will plan for shared reading time and build in ‘Reading Dogs’ that help the children to use different skills within their reading time (inference and deduction, comprehension, retrieving information).
- Regular visits to their classroom libraries and classroom reading areas encourage the children to explore books to read for pleasure and develop a reading habit. Reading for pleasure sessions feature in our daily timetables.
- Following a class read children are encouraged to ‘Rate the Read’. They discuss what they thought of the book that has been shared and award each book a star rating. This is agreed as a class and the rated read is displayed in the classroom and shared with parents and carers via Class Dojo.
- Families are invited in to take part in Booknics at least three times a year. These have allowed family members to explore the books that the children have read or will be reading during the school year. Adults are able to read books to small groups of children and talk about the books with the children.
- For World Book Day we invite authors and visitors to come in and read to the pupils, staff to share their favourite books and exciting reading challenges are set for all year groups.
- **Drawing Club** was introduced into Reception classes in 2021, following training in August 2021. A love of books and the need to immerse the children in new language has been the catalyst for this. The children are introduced to a story, tale or animation regularly during each half term. This is repeated daily, along with 5 or 6 words that will broaden their vocabulary and is closely linked to the story of the week. The children learn these words every day, alongside actions, hopefully applying these words in their play and discussion with others. The teacher tells the story daily before imagining a creative illustration linked to the story. This is planned for as a cohort. The teacher models the illustration and talks through the decisions being made for their mark making. Phonics and maths are added to support previous learning where possible. Children are encouraged to attend the Drawing Club table to create their own versions and the teacher supports by listening to the language used, explanations given and encouraging additional marks to be made. In 2022 Drawing Club was continued into Year 1 as a transition activity and to enable the continuation of confident start in Reception. This will be gradually phased out and replaced by whole class Shared Reading sessions in Year 1.

Making progress in reading at Trewirgie.

- Phonics is taught following the RWI progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of teach, practise, revise, review and apply. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention.
- Fast Track intervention is delivered by knowledgeable staff to the lowest 20% of pupils. This is delivered daily for up to 10 minutes per child following the Read Write Inc Fast Track structure.
- The school supports pupils to be expert readers by developing the key skills of

clarifying, questioning, explaining, retrieval, summarising and predicting.

Clarifying: understanding and explaining what we have read including new vocabulary

Questioning: ensuring we understand and checking others do too.

Explaining: developing an understanding of inference and deduction

Retrieval: using and finding evidence in the text.

Summarising and sequencing: identifying the main points of the text by recapping prior reading, scanning and using key words.

Predicting: Using the knowledge of what we have read to make predictions about forthcoming events or actions in a story

- Children who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school.
- Staff have regular pupil progress meetings and the Reading Lead completes pupil conferencing in reading termly. The Reading Lead monitors the teaching of RWI and coaches staff who may struggle with particular aspects of the lesson.
- We assist parents with supporting reading by providing parents information sessions, updates during parent meetings, information on Class Dojo and the website as well as sending letters and information home.

Matching books to the phonic ability of our children.

- Pupils are assessed daily in phonics as well as half termly using the RWI assessments. Assessment then informs which group each pupil will be in as well as the books that will match the pupil's phonic ability.
- The Read Write Inc reading teachers are responsible for changing and/or checking the pupil's reading books. Pupils who are learning phonics in EYFS and KS1 take home three
- books: a RWI paper copy of the storybook they have read in RWI lessons, a book bag book that is decodable and features sounds and words they have practiced during RWI lessons; and a library book as a book to be read to and shared with family members for pleasure.
- We use RWI Book Bag books throughout the school as a reading scheme.
- The teacher who delivers the Literacy and Language scheme for the 'Off scheme' readers monitors the books chosen by the children to check the books are suitably challenging for them. These books are progressive and challenging.

Teaching Phonics from the start.

- Phonics teaching begins with our youngest pupils from the time they join us in our school nursery. Phase 1 is promoted and embedded within the curriculum, exposing pupils to sound rich activities which provide the foundations for reading and writing. We complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs.
- The nursery children who will be starting school in September are introduced to the picture card linked to the Set 1 RWI sounds.
- Children begin learning letter sounds on entry to Reception following a short RWI baseline assessment. The picture cards for the sounds are revisited to ensure recognition of the picture that

supports the learning of each sound. Oral blending and segmenting games are started from Day 1 of the children starting in Reception.

- Following the RWI system pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading.

Sounds are taught in a specific order, and regular assessment informs future planning and interventions.

First, pupils will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter: m a s d t i n p g o c

k u b f e l h r j v y w z x and sounds written with two letters digraphs: sh th ch

qu ng nk ck

- Words containing these sounds, by sound-blending, e.g. m-a-t mat, c-a-t cat, g-o-t

got, f-i-sh fish, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash.

Second, we will learn to read:

- Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy

- Words containing these sounds.

Third, we will learn to read:

- Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure

as well as the sounds ue, au, wh, ph, oe, ie

- Words containing these sounds.

From set 2 pupils will learn 2 or 3 new sounds per week.

- To support the learning in school, children in Reception take home a Set 1 sounds book that match the sounds they have learnt each week. They also take home their phonically decodable reading book to reinforce the sounds taught once the children are able to decode. Phonics is discussed with parents in an information session when children start in Reception, parent meetings before half term and parents are regularly given resources to support phonics at home via Class Dojo.

Supporting children to catch up

- Summative data for RWI is submitted every half term on Insight and pupil progress analysis is taken from this. Pupils are assessed before the end of every half term and regrouped as necessary. Pupils identified by class teachers and in pupil progress meetings as not making progress have interventions planned for them and teaching staff are aware of who is a priority for intervention/support. Interventions are recorded and reviewed regularly.
- Formative data informs day-to-day planning and teachers adapt and change this according to the child's needs.
- Children who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher planned and driven.

- Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home
- Children who are identified as needing further support are invited to join an after school 'catch up club' where they will have an opportunity to develop and practice the skills needed to pass the Phonics Screening Check. This club is run by an experienced and knowledgeable member of staff.
- A mock phonics screening check will be completed in Key Stage 1 in April, ahead of the Phonics Screening check in June. The success of each child will be recorded and tracked, with pupils not yet reaching the pass mark being given specific support/intervention in order to reach the pass mark. After school catch up groups will be created during the first half of the summer term and children will attend weekly. These groups are run by experienced staff who will plan the sessions to meet the needs and gaps of the children in their group.

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Our staff are reading experts

- Teaching staff, including Teaching Assistants receive reading and phonics training as and when required. This may be a specific focus on the SDP or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff. The Reading Lead monitors RWI sessions regularly and coaches staff when needed. The English Hub and trainers from the RWI scheme support the Reading Lead and ensure that consistency and fidelity to the scheme is adhered to.
- The reading lead monitors reading and offers guidance to staff with follow up actions.
- The Reading Lead conducts learning walks half termly to monitor the effectiveness of class reading areas and the success and impact of Class Read, Shared Read and Reading for Pleasure sessions, ensuring that questioning is of a high standard and texts are high quality and diverse.