



LORDSWOOD
SCHOOL

Phonics and Reading

Intent, Implementation and Impact

A member of the Griffin Schools Trust



“Reading is essential for those who seek to rise above the ordinary.”

Jim Rohn

Intent

At Lordswood School, we follow the Read Write Inc programme from Reception to Year 2. In Nursery the children are exposed to environmental sounds, differentiating sounds and hearing the initial sounds, using Letters and Sounds Phase 1 (Aspects 1-8). The aim is that children will finish the Read Write Inc programme during Year 2, however every child develops differently and there are Fresh Start and phonic booster groups available in Key Stage 2 to help children narrow the gaps.

The aim is to empower children to independently read and write using the phonics curriculum, which builds on segmenting and blending skills, reading and writing phonetically and quick recognition of sight words alongside pseudo words (alien words).

To ensure all children are exposed to phonics that will have the biggest impact, the phonics lead will assess children every 6-8 weeks and regroup them. From this, children will be accessing daily phonics in their allocated groups, by highly trained members of staff and targeted interventions, where necessary.

Children will learn the skills they need to tackle new words which will in turn promote reading fluently, across other subjects in the curriculum and reading for enjoyment.

At Lordswood School we want all children to become confident, enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier.

By the end of Reception, we aim for children to be able to read words with phonemes (single sounds) and a minimum of ten digraphs including: sh, ch, th, ng, nk, qu. They will be able to recognise familiar high frequency words and will be able to use their knowledge of sounds to write and read simple sentences. As they progress through to Year One children will be able to learn the Set 2 and 3 sounds in the Read Write Inc programme, focussing on reading and writing words with a range of digraphs (special friends), trigraphs and split digraphs (chatty friends). They will build up their confidence to sound words out in their heads and will be able to confidently write sentences using these newly acquired sounds, exploring new vocabulary linked to age appropriate texts. At the end of Year One children will take part in the National Phonics Screening Check, where children will read decodable words (some of which are pseudo words). As they begin to prepare to leave the programme, children will read multisyllabic words confidently and will increase their accuracy when reading these words by sight.

At Lordswood School, reading is a top priority and is a key driver within our curriculum. It is our intention to ensure that by the end of their primary education, all



pupils can read fluently and with confidence in any subject. We intend all children to leave Lordswood School with a rich vocabulary that provides them with the ability to play and manipulate language, recognising the nuance of meaning and how language can be used for a range of purposes. We want children to have the confidence to be able to communicate effectively in a variety of situations' both now and in the future. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: - knowledge of themselves and the world in which they live; - to establish an appreciation and love of reading; - to gain knowledge across the curriculum; - and develop their comprehension skills.

We are committed to providing quality, vocabulary-rich reading material, which immerses and enhances all pupils' wider knowledge of the spoken and written word, through modern and classic children's literature and non-fiction texts.

Implementation

Phonics is taught daily to all children in Early Years and Key Stage One. Phonics teaching is systematic, engaging, lively and interactive where every child is given the opportunity to succeed and become a confident reader.

Each phonics lesson from Reception to Year 2 includes:

- Revising the previous sounds taught (speedy sounds).
- Teaching of a new sound.
- Practise this new sound and read it in words (including pseudo words – known to the children as alien words).
- Applying the new sound by spelling words (using Fred Fingers) and Holding a Sentence using the new sound.
- Children will be encouraged to read books that match their phonetic level and they will be able to engage and discuss the story they are reading to develop their comprehension and inference skills.

Ongoing assessment is conducted in the class using a range of strategies including talking partners, individual reading/ writing, jump in techniques. Staff are highly trained and equipped to monitor children throughout the lesson and provide necessary steps and support to ensure quick progress is made and gaps are narrowed.

Extra support is provided to those who need it throughout the school through the delivery of phonic boosters (including after school, in school interventions and Easter school), all of which are delivered by experienced practitioners. Children who have not passed the Phonic Screening Check in Year 1 will be able to resit it in Year 2. Phonics is taught discretely but it is integrated in all curriculum areas and children are encouraged to adopt the skills taught to help them further with their other subjects.

Children have access to rich reading resources across the school and these are current and linked to the children's interests.



Phonics

Children's reading books are linked to their phonetic level and as children progress through the curriculum their book band will adjust accordingly. Children are read with by adults once a week in class in Reception and Year One and they are encouraged to read at home at least 4 times a week. Reading mentors are present in school to support children further, especially the more vulnerable children. At Lordswood School we frequently use a reading dog – Sable – who listens to children read.

Resources and teaching strategies are consistently used across all Read Write Inc lessons which ensures pace and good behaviour for learning.

Complex Speed Sounds

Consonant sounds															
f	l	m	n	r	s	v	z	sh	th	ng					
ff	ll	mm	nn	rr	ss	ve	zz	ti	ci						
ph	le	mb	kn	wr	ce	se									

b	c	d	g	h	j	qu	t	w	x	y	ch				
bb	ck	dd	gg		ge	de	tt	wh							
	ck														

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow							
	ea				a-e	y	i-e	o-e							
					ai	ea	ie	oa							
						e	i	o							

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure					
u-e			oor	are	ur	ow	oi								
ue			ore		er										
ew			aw	au											

L.O: To read, write and spell 'a-e' sound and words.

Fred can only talk in Fred Talk.

F-r-e-d.

Reading after phonics:

Once children are confidently reading, typically during mid-Year 2, they will become a 'free reader', accessing books from the class reading libraries, matched to their reading level as assessed by a Star Reader Assessment. This ensures all texts are independently read and accurately matched to pupil ability to ensure progression and challenge for all children.

All children from Year 2 and above are placed on the Accelerated Reading Programme. Children are assessed four times per year, using Star Reader to track progress and to identify specific areas of need. All children from Year 2-Year 6 take part in whole class reading lessons per week, to teach pupils a variety of comprehension skills through the VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise). All teachers use these to introduce pupils to a range of genres and to teach a range of techniques which enable children to comprehend the meaning of what they read. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard. Some of the VIPERS lessons will be interwoven with the class Power of Reading text, which is the focus and inspiration for a child's English learning.

All classrooms have their own class reading areas with many books of a range of genre and ability, clearly marked with a stickered book level. Children are expected to complete a quiz once they have read a book, which provides feedback as to their understanding of the text and valuable data relating to reading progress of each child.



Various reports can be accessed and used, during Pupil Progress Meetings to track progress and to implement an intervention if needed.

Working alongside VIPERS lessons, teachers may use other available resources (Cracking Comprehension / Rising Stars / DADWAVERS) to enhance the reading provision offered and to enthuse children to further develop their own reading.

Regular class visits to the local library take place throughout the year to promote a love of reading. Children are encouraged to read for a variety of purposes including the whole school Busters Reading Scheme where children are tasked to read for a minimum number of minutes on a Wednesday night. This in turn supports children's stamina and fluency and thus fostering a love of reading. Incentives are used to encourage children to read, such as a class visit to the Reading Vending Machine to choose a new class book.

Impact

Through the teaching of systematic phonics, children become fluent and enthused readers by the end of Key Stage One. Children can then focus on developing fluency and comprehension throughout the school. Attainment in phonics is measured by the Phonics Screening Check at the end of Year One, alongside our termly in-school assessments.

We believe that reading is the key to all learning and so the impact of our phonics curriculum and subsequent reading comprehension teaching goes beyond the results of statutory assessments. Many children make at least expected progress during the phonics programme and beyond. Children generally enter the school below Age Related Expectations in Reception and by the end of Year One most children are able to confidently decode words using Set 1, 2 and 3 sounds. Results from the Phonics Screening Check is at least in line with the National average and some exceed the National expectation in Key Stage One.

Throughout the school, children enjoy listening to adults read and enhance their love of reading through regular modelling and gaining satisfaction from their growing success in developing their own independence and fluency. Children transfer their phonetic knowledge to other areas of the curriculum to support their reading and writing for pleasure. Through annual support workshops and online phonics videos, parents have a clear understanding of how phonics is taught throughout the school and the impact it is having on their children. They understand how to further support their children with this learning at home. Staff teach phonics consistently, using the correct vocabulary, lesson structure and teaching techniques ensure all children's needs are being met in a fair and consistent way.

As we believe that reading is key to all learning, the impact of our reading curriculum goes further than statutory assessments. Children have the opportunity to enter the



wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced. This wide range is enhanced with carefully selected Power of Reading high quality texts that children will study in detail during their English lessons.

As a Year 6 reader, transitioning to secondary school, we aspire that all children are fluent, confident and inspired readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning in all areas of the curriculum. We aim for pupils to relate their reading experiences to their own personal development, developing an empathy for characters and making links to their own behaviours.