Yatton Junior School Phonics and Reading Vision

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| **Intent -** Yatton Vision for Reading |
| * for children to value reading as a key life skill and become lifelong readers * that children develop a love of reading * for children to have the knowledge, skills and understanding to enable them to read for pleasure and for information * to develop children’s confidence in reading a wide variety of genres and text types * to provide children with access to a wide range of exciting and inspiring texts that ignite their curiosity * to design a literacy curriculum centred around high quality texts recommended by experts in the field of children’s literature * to embed opportunities for reading across the curriculum * we will support and challenge children by teaching and modelling a progression of reading skills |

**Implementation – Our approach to reading**

At Yatton, we use a range of texts to support the teaching of reading. As children move through the early stages of acquiring phonics, they practise by reading texts which are entirely decodable. Once children have a secure knowledge of letter/sound correspondences and can blend words confidently, they access our Book Banded reading scheme which includes a range of genres from a variety of published schemes. As children become more confident readers, they select from a wide–range of high quality texts.

Phonics is taught daily throughout the Infant school using the six phase Letters and Sounds program. Phonic sessions follow the same structure:

**Revisit** the phonemes (sounds) already learned

**Teach** new phonemes and graphemes (sounds and letters that make the sounds)

**Practise** new sounds learned

**Apply** the new sounds by reading and writing words

**Assess** the new knowledge

The Letters and Sound programmes splits the teaching of sounds into 6 phases:

**Phase 1:** This phase develops children’s speaking and listening skills and lays the foundations for the phonic work which start in Phase 2. It is important to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

**Phase 2:** Children are taught the phonemes (sounds) one at a time in the following order:

* **Set 1**: s, a, t, p
* **Set 2:** I, n, m, d
* **Set 3:** g, o, c, k
* **Set 4:** ck, e, u, r
* **Set 5:** h, b, f, ff, l, ll, ss

**Phase 3:** By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. In Phase 3 children will be taught 25 new graphemes one at a time in the following order:

* **Set 6:** j, v, w, x
* **Set 7:** y, z, zz, qu
* **Consonant digraphs:** ch, sh, th, ng
* **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

The children will also learn the letter names.

**Phase 4:** When the children start Phase 4 they will know a grapheme for each of the 42 phonemes. They will be able to blend the phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also begin to read straightforward two-syllable words and simple captions.

**Phase 5:** Children will be able to read and spell words with adjacent consonants, such as trap, string and flask. The children will learn more graphemes and phonemes, be introduced to split digraphs along with alternative pronunciations for graphemes.

**Phase 6:** Children will have already learnt the most frequently occurring grapheme-phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. Children are taught to understand and apply suffixes:

* ed, ing, ful, est, er, ment, ness, en, s, es.

Child that have not passed the phonics screening test by the end of KS1, will continue to receive Phonics lesson in the Junior School.

**How children develop their reading skills at Yatton.**

Reading is integral to our curriculum at Yatton Junior School and a progression of reading skills are taught in English lesson through a variety of different approaches. We also provide the children with opportunities to further practise and apply their reading skills across the curriculum.

Reading Skills Lessons. Explicate lessons focussing on developing the skills required to be a reader. These lessons focus on: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising.

Fluency Lessons. Fluency is defined as the ability to read with speed, accuracy and prosody. In order for children to understand what they read, children must be able to read fluently whether they are reading allowed or silently. As such, children receive regular fluency lessons with their teacher. These sessions can include student-adult reading, coral reading, echo reading, partner reading and performance reading.

Reading for Pleasure. Children are given daily opportunities to read for pleasure, selecting from inspiring books.

Teachers regularly read to the children, so the children get to know and love all sorts of stories, poetry and information books. This helps to extend children’s vocabulary and comprehension, as well as supporting their writing.

In the Junior school, English units of work are often based around a high-quality text. These are used to address the vocabulary gap to enable less confident readers to develop an understanding of rich and varied language. Once children have been immersed in the story and inspired by the language, they will write a variety of texts.

Reading at home takes a variety of forms, including taking home reading level and age appropriate books and access to online books via Active Learn ‘Bug Club’ website. These are also carefully matched to children’s reading levels and include fun and engaging interactive activities linked to the books to encourage participation. In addition, teachers promote a love of reading via book recommendations, verbal reviews, reading to the class, reading competitions, events and book challenges.

Adults in school listen to children read on a regular basis. These adults may include teachers, support staff, parent helpers and volunteers.

Children who are working toward the expected level or who have been identified as not making expected progress in Reading, are selected for a variety of different Reading Skills and or Fluency interventions.

**Impact**

• Pupils read widely and often, with fluency and comprehension appropriate to their age.

• Children will have the knowledge, skills and understanding to enable them to read for pleasure and for information across a range of genres and text types.

• Children will make good progress from their own personal starting points.

• By the end of Year 6, children will be able to read confidently and accurately across a range of text, contexts and purposes.

• Our children will acquire a wide range of vocabulary.

• Most importantly, children will develop a love of reading and will be well equipped to access the next stage of their education.