

## Phonics and reading

### Intent

At Yatton Schools, we intend:

- 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

### Implementation

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:** l, 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.

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

Whole class: Teachers regularly read to the children, too, 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.

Guided reading takes a variety of forms: whole class, small group or sometimes on an individual basis. It focuses on developing children's ability to become independent readers, thinkers and learners. Guided reading with KS1 uses a combination of phonics work (to promote children's blending and decoding skills) and other guided reading schemes (to promote comprehension/understanding). In KS2, whole class reading is often used where a class will look at one text or extract together, discuss new vocabulary and answer comprehension questions in pairs, table groups or altogether.

Reading at home: One book will be phonics based and is for your child to read to you. The book band colour will match your child's phonics ability and will change as your child becomes more secure with the sounds, can blend, and read more fluently. The second book will be to share with you, and is for you to read to them and for them to talk about the pictures, pick out words that they know and use their comprehension skills to talk about the book. This book will be above your child's book band level. The books will be a range of fiction and non-fiction and include comic style Bug Club books.

If your child is reading white level books or above, they will not have a decodable phonics book and will bring home a range of genre within their reading level. This will mean we are confident that your child is secure in their phonics knowledge and can apply this knowledge through fluent reading and strong inference skills in what they choose to read.

Children take home book banded (colour-coded) reading books, which are suitable for their reading ability (these books are often from a range of reading schemes) to read at home and in school during independent reading time. We expect family at home to read these books which phonetically match to the children's reading ability and make comments in their

**child's reading record:** To develop fluency, children are encouraged to read the same book several times:

- 1) First time of reading is for cumbersome decoding.
- 2) The second of reading the book is for further blending and fluency.
- 3) The third time of reading the book is for fluency and expression (the enjoyment!)

Active Learn 'Bug Club' website is used for online access to a wide range of reading materials. Fun and engaging interactive activities are linked to the books to encourage participation.

In the Juniors, children select from a range of high quality texts available in the classroom. Teachers promote a love of reading via 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.

### Reading in Reception

<b>Guided Reading</b>	<b>Daily Reading to Class</b>	<b>Individual Reading</b>	<b>Home Reading</b>
Term 3 share a book with a small group of children every other week.	1 or 2 picture books shared daily.  Topics covered can also be book based.	1 x week (teacher or LSA) hear individual readers.  January, Target readers will have Trugs intervention.	Recommend parents to hear children 3 x week.  Children Get 1 book a week and teacher or LSA change it when they hear them read.  Access to Bug Club online

### Reading in Year 1

<b>Guided Reading</b>	<b>Daily Reading to Class</b>	<b>Individual Reading</b>	<b>Home Reading</b>

<p>Whole class 3 x week (10-20min)</p> <p>Bug Club or a picture book, using questions from Bug Club &amp; coloured bookmarks for comprehension questions.</p> <p>Range from Yellow Book Band and upwards (to support H/A readers and to challenge others with a wider variety of text and vocabulary)</p>	<p>1 x daily</p> <p>From a selection of Authors, picture books and chapter books.</p> <p>Children and teacher choice. Focus is reading for enjoyment.</p>	<p>1 x 10 days (teacher or LSA)</p> <p>Banded Book using comprehension questions from appropriate.</p>	<p>2 x books a week.</p> <p>Changed 1 x week.</p> <p>Recommend children to read books 3 times if needed. Once to decode. Twice for fluency. Three times for comprehension.</p> <p>Access to Bug Club online</p>

## Reading in Year 2

<b>Guided Reading</b>	<b>Daily Reading to Class</b>	<b>Individual Reading</b>	<b>Home Reading</b>
<p>1 x week in ability groups.</p> <p>Bug Club/Oxford Owls online.</p>	<p>1 x daily</p> <p>From a selection of Authors, chapter books.</p> <p>Children and teacher choice. Focus is reading for enjoyment.</p>	<p>1 x every two weeks</p> <p>Target Readers 3 x week with LSA/Teacher</p>	<p>3-5 books a week</p> <p>Change books 1 x week.</p> <p>Access to Bug Club online</p>

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## **Impact**

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