

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 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 decodable books are matched to the child's phonic ability and 1 phonic book is sent home to practise, with one book of their choice from the school library. Once children can read fluently (around white / lime band) they no longer take a decodable phonics book but continue to take home a quality text of their choice.

Phonics is taught daily throughout the Infant school using Phonics Play. 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 phonics planning 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 and practise learning the alphabet from any place (Y1)

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 and then 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.

Guided reading (reading skills) 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 in KS1 follows VIPERS (Vocabulary, Inference, Prediction, Explanation, Reasoning, Sequencing/Summarising) using a quality text to encourage a love of reading.

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 a library book of the children's own choice to share with you. This for you to read to them and for them to talk about the pictures and enjoy sharing the book. The books will be a range of fiction and non-fiction and may include comic style 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.

Oral reading fluency includes 3 parts: accuracy, automaticity, and prosody. 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 time of reading the book is for blending accurately, reading with few errors.

- 3) The third / fourth time of reading the book is for prosody, the skill of reading aloud with proper intonation, phrasing, and expression (the enjoyment!). Children should be reading with 95% accuracy by the third read.

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. Children are encouraged to access Bug Club from home.

Adults in school listen to children read on a regular basis. These adults may include teachers, support staff, parent helpers and volunteers, all of whom have received guidance on how to support children's reading.

Reading in Reception

Guided Reading (Reading Skills)	Daily Reading in Class	Individual Reading	Home Reading
Term 3 share a book with a small group of children every other week.	2 picture books shared daily.	1 x week (teacher or LSA) hear individual readers.	<p>1 x bug club book a week.</p> <p>1 x library book a week, self-chosen for enjoyment.</p> <p>Decodable reading books are changed once read 3 times through. We request children to read books 3 times. Once to decode. Twice for blending. Three times for fluency and enjoyment.</p> <p>Banded bookmarks are sent home to support comprehension at home.</p> <p>Access to Bug Club online</p>

Reading in Key Stage 1

Guided Reading (Reading Skills)	Daily Reading in Class	Individual Reading – Bug Club	Home Reading
<p>Year 1 & 2 Whole class 1 x week ➤ VIPERS and KPIs.</p> <p>Year 2 - small group once every two weeks. A variety of text. (Bug Club, Comprehension papers, Guided Reading packs) (Book Band above their individual reading level)</p>	<p>Year 1 - 1 Quality picture book 3 times a week.</p> <p>ERIC twice a week ➤ Bug club (Year 1 & Year 2) ➤ Book corner/library (Year 2)</p> <p>Chapter book read to class everyday</p>	<p>Children will read to an adult from their phonetically match bug club book. 1 x 10 days (teacher or LSA).</p>	<p>1 x bug club book a week.</p> <p>1 x book a week, self-chosen for enjoyment.</p> <p>Decodable reading books are changed once read 3 times through. We request children to read books 3 times. Once to decode. Twice for blending. Three times for fluency and enjoyment.</p> <p>Banded bookmarks are sent home to support comprehension at home.</p> <p>Access to Bug Club online</p>

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 2, 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.