



READING & PHONICS GUIDANCE

RATIFYING COMMITTEE	Educational Standards & Achieve Committee
DATE RATIFIED	Spring 2020
NEXT REVIEW DATE	Spring 2022

Ravenbank Primary School Reading & Phonics Guidance

Intent

Our overarching intent for Reading at Ravenbank Primary School is to promote high standards by equipping pupils with strong phonics knowledge and reading skills, and to develop their love of literature through widespread reading for enjoyment.

We enable children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins.

The teaching of reading will:

- be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress
- excite and stimulate children through active learning in which they enjoy achieving and progressing
- use phonics, reading and writing skills together to connect and support each of these aspects
- encourage consistency of teaching and learning across the school in this area
- accelerate children's literacy learning leading to improvements in attainment, both in relation to the Phonics Screening Check and throughout the school

Implementation

Phonics and Reading is delivered to children in the EYFS and Key Stage 1 via the Read Write Inc. Phonics Scheme.

Reading

Read Write Inc. Phonics is an inclusive English programme which teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. Children learn the alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency and comprehension increases. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.

Once the children have completed the requirements of the Read, Write Inc. scheme, a variety of book banded reading schemes are used to support readers and children have opportunities to read different structured scheme books as well as class library books at home. Parent communication is encouraged via a reading record book and older children are encouraged to undertake Reading Journal activities. We also undertake guided reading sessions, shared reading sessions and reading comprehension work with both oral and written responses. Children are encouraged to read a variety of texts and share books with grown-ups. We want the children to develop an enjoyment and life-long love of books and

reading material generally. We hope that interaction with quality books will help to inspire them as writers.

Writing

The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. They practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly. Children's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

Organisation

Read Write Inc. is taught daily for 4 days per week and sessions last for up to 1 hour per day depending on the child's age and stage of development. It is taught by teachers and teaching assistants, all of whom are trained in the delivery of this scheme. Children are grouped according to their progress. Assessments take place on a half-termly basis in order to track progress and inform future planning.

Inclusion

Children develop at different paces and need differing levels of support to fulfil their potential. They are assessed on a half-termly basis and allocated to a teaching group based on their attainment and progress. Should a child progress faster than the rest of the group, further assessments are delivered and the child moved to the correct group. Where necessary, additional 'keep up not catch up' interventions are provided for children on a 1:1 or small group basis. Lessons and interventions are multi-sensory and are tailored to the individual needs of each child.

Children remain on the Read Write Inc programme until they have passed the Phonics Screening Check. Beyond Key Stage 1, this is delivered as an intervention in small groups with a fully trained member of staff. If children still require support in years 5 and 6, they progress to the 'Fresh Start' programme which follows on from Read Write Inc.

Learning Outside the Classroom

Children can use their reading skills in a variety of settings outside of the classroom and beyond the school. For example, outdoor treasure hunts with clues to read; reading and listening to stories in the nature area; acting out stories on an outdoor stage; reading signs and other sources of information; reading recipes to bake a cake; playing board games or reading information on a smartphone or laptop. Perhaps the most important reading that takes place beyond the classroom is when parents and carers share stories with their children at bedtime, fostering a love of reading from an early age.

Cross Curricular Links

In order to develop their skills across the curriculum, children need to be fluent readers with a sound level of comprehension. Reading is promoted across the curriculum at Ravenbank and high quality texts are shared with the children that link directly to learning taking place in class. Themed fiction and non-fiction books are available for children to access independently, which encourage children to broaden their knowledge of a subject whilst developing their reading skills.

Impact

The teaching of reading at Ravenbank is progressive and planned to meet the needs of all children. Assessments are carried out regularly and are used to inform teaching and learning. The reading materials provided for the children encourage them to read for pleasure and foster a love of reading.

The children are supported and encouraged to reach their full potential in reading. They are confident and able readers, who demonstrate a love of literature and an enthusiasm for learning. This is evidenced by our excellent end of Key Stage and Phonics Screening Check results.