



# Reading and Phonics at Thornton Primary School

## Intent

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. At Thornton Primary School, we use Little Wandle for Letters and Sounds phonics programme to teach our children the core skills of segmenting and blending and to start them on their 'reading journey'. We are passionate about ensuring that all children become confident and enthusiastic readers and writers. Through phonics, children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority.

## Implementation

Children are introduced to phonics teaching as soon as they enter our Reception class. They begin with a brief recap on Phase 1, and a baseline assessment to check their prior knowledge and experience with phonics. Formal phonics sessions begin early in the Autumn term, where all children learn the phonemes for the corresponding graphemes. The children begin at Phase 2 with single sounds, before progressing onto digraphs, and trigraphs. The sessions also work on the children's recall of 'tricky' words, and providing multi-sensory opportunities to practise letter formation.

We follow the structure provided by Little Wandle, with clear sequential lessons that are based upon prior learning and planned to build upon reading new sounds and words. There are 5 phases within the Little Wandle teaching programme:



**Phase 1** - Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

**Phase 2** – Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words, segmenting words into their separate sounds and beginning to read simple captions.

**Phase 3** – The remaining 7 letters of the alphabet, one sound for each. Graphemes such as 'ch', 'oo', 'th' representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions.

**Phase 4** – No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

**Phase 5** – Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

Phonics is delivered daily as an explicit lesson in EYFS and Year One. Phonics is taught as whole class with daily intervention taking place for those children who require extra time or support with aspects of their phonics learning.

Children are assessed termly on their phonics knowledge which is then used as a basis for intervention, and to see any gaps in the children's knowledge. These assessments also help group our children for their reading sessions.

Phonics has clear links with early reading and the children participate in three reading sessions during the week. These groups are streamed based on the children's phonics knowledge and cover three aspects: decoding, prosody (reading with meaning, stress and intonation) and comprehension (understanding the text). The children then take the book they have been working on this week home for extra practice and to develop their fluency. Alongside this, they have a reading for pleasure book which they share at home. Year 1 use the knowledge gained from the book to complete a written comprehension activity on a Friday.



## **Reading Comprehension Lessons:**

At Thornton, the purpose of a reading comprehension lesson is to teach children the skills needed to gather meaning and connect the ideas that are given to them on a page. Children are shown that the concept of 'comprehension' is used within life throughout the day; for example, comprehending how someone is feeling, understanding what someone is inferring when they talk. The main concepts children focus on are: *Retrieval, Vocabulary (Word Meaning), Inference, Sequencing, Summarising, Prediction and Authorial Intent*. The questions help the children make progress towards the reading domains in both key stage one and two which are outlined below:

### **Key stage one:**

- *Draw on knowledge of vocabulary to understand texts*
- *Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information*
- *Identify and explain the sequence of events in texts*
- *Make inferences from the text*
- *Predict what might happen on the basis of what has been read so far.*

### **Key stage two:**

- *Give/explain the meaning of words in context*
- *Retrieve and record information/ identify key details from fiction and non-fiction*
- *Summarise main ideas from more than one paragraph*
- *Make inferences from the text/ explain and justify inferences with evidence from the text*
- *Predict what might happen from details stated and implied*
- *Identify/ explain how information / narrative content is related and contributes to meaning as a whole*
- *Identify/ explain how meaning is enhanced through choice of words and phrases*
- *Make comparisons within the text*

*The children engage with two types of explicit reading lessons throughout the week:*

- Short comprehension sessions- aim of reading a short text and answering four questions across the reading domains.
- A comprehension text based around a longer text developing the children's reading stamina and comprehension skills. These activities can often be differentiated to suit the children's reading ability. These sessions cover a range of the reading domains, and allow exposure to more formal question types.
- Intervention for lower ability pupils – continuation of phonics where necessary, Project X groups for when whole class provision is not appropriate.

## Whole school Reading Scheme

We have a whole school reading scheme that ensures progression in both word reading skills and comprehension. The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a level before moving to the next level. All pupils have a home-school diary which they are encouraged to take home daily and parents/carers record any reading in. The children are rewarded with dojos for reading at home.

Below is a copy of the book band levels with the year groups outlined.

FS	Year 1			Year 2				Year 3		Year 4				
1	2	3	4	5	6	7	8	9	10	11	12	13	13	14

We promote reading for pleasure as part of our reading curriculum through our Reading Olympics initiative. Children are encouraged to develop their own love of genres and authors whilst completing their Reading Olympics card, and receiving certificates at different reading milestones which are given out as part of our celebration assemblies. This has a positive influence on the school community and encourages others. As the children progress onto Reading Olympics 2, the children have to complete a book review, and a presentation to their class, and their key stage as part of their achievements. This enhances a deep love of literature across a range of genres, cultures and styles, and also gives the children the opportunity to share their favourite books and authors whilst developing their speaking and listening skills to an audience.

To support the children's reading comprehension skills at home, each child is supplied with a reading bookmark which gives ideas of questions that can be asked during and after the book. The bookmark is differentiated to support the reading domains in both Key Stage One and Two. The Collins Big Cat for Little Wandle books also include a page at the beginning and the end of the book to support early comprehension.

### Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they progress into key stage two. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

Other ways we measure progress include:

- Assessment of reading/comprehension tasks and regular knowledge check activities – ongoing teacher assessment
- In school attainment tracking
- Engagement in enrichment activities
- Monitoring of Reading Olympic cards for reading for pleasure.
- Pupil voice- questionnaires, pupil books and learning reviews
- Subject leader monitoring- lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires.
- Governor monitoring