

Phonics and Early Reading

Statement of Intent

Intent

We intend that all pupils leave Hindon Primary School as fluent readers who find pleasure in being immersed in a book and with a lifelong enjoyment of reading a range of texts for pleasure and purpose.

Reading forms the basis of all learning and we intend that all children begin their journey of acquiring reading knowledge and skills through the systematic learning of segmenting and blending all 44 letters and sounds.

Implementation

The teaching of Phonics through fidelity to Little Wandle; a systematic and synthetic letters and sounds phonics programme. Phonics teaching and Learning begins on the first day that pupils join our Early Years class. Phonics is then taught systematically for 20 minutes every morning throughout EYFS and Year 1 with the aim that pupils will read fluently by the age of 7. Pupils are assessed on a termly basis throughout EYFS and Year 1. Those pupils, who are identified with gaps in their phonics knowledge and require overlearning to catch up, are supported with 10 minute catch up sessions.

In our mixed Year 1 and 2 class, whilst phonics is taught by the class teacher. Year 2 pupils who do not need phonics will learn Grammar, Punctuation and Spelling skills.

All pupils whilst learning phonics will have phonics linked reading books or catch up reading books and will also be taught important reading skills through Group reading lessons.

Impact

Through the systematic teaching of phonics, children who have not been identified with additional education needs will become secure readers by the end of Key Stage 1 and will move onto colour banded benchmarked reading scheme books.

Those pupils who have been identified with additional learning needs will be supported to make progress in reading through IEP targets supported by targeted intervention such as speed read or catch up reading.

Inference and deduction skills will be taught alongside the learning of phonics through comprehension skills taught to all pupils during Group Reading lessons.

Attainment in phonics is measured through termly formative teacher assessed phonics knowledge and at the end of Year One in the statutory summative Phonics Screening Test.

In Key Stage Two, pupils who need additional phonics catch up will be supported through Intervention based on the WESTforD resources and/or specific Ipad Apps. This intervention might be part of quality teaching first or one to one TA support. Reading age and Spelling Age is assessed twice a year from Year 1 -6.