

The Teaching of Phonics and Reading at Kirkham and Wesham

We believe that reading for pleasure is important and try to give as many opportunities to develop this love of reading as we can. Each year, we celebrate World Book Day with a day devoted to reading, dressing up as book characters and talking about authors.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners when they start school.

Phonics

Phonics is taught everyday in FS and KS1 for 30 minutes and follows the 'Letters and Sounds' programme brought out by the DfES in 2007, following 6 phases of progression. The children are grouped according to their ability with some being taught in smaller groups. Each phase is not restrictive and a child will be moved as soon as they become ready. Usually, children are taught Phases 1-4 in Foundation Stage, Phase 5 in Year 1 and Phase 6 in Year 2. Phonics is taught through a range of activities and games and resources are organised into phase boxes. Children in Phases 1-5 take home a phonics pack daily to practise with parents at home. Children in Phase 6 have a weekly spelling test. We provide training for parents as part of our Induction Process, at parents' evening and in partnership with Lancaster Adult Learning College.

The Phonics Screening, introduced in 2012, takes place in Year 1 each June and results are reported to parents in the child's annual report. Any children who do not achieve the threshold mark are then taught in a small group in Year 2, repeating Phase 5 work. At the end of Year 2, they will repeat the phonics screening. A child entering KS2 below phase 5 will continue to be taught at that phase in a small group with a TA in KS2 using the Lancashire publication, Fast Track Phonics.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupil's vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Our aim is for all pupils to read fluently, and with confidence, in any subject by the end of their primary education. We also aim for all pupils to gain a love of reading.

All teachers are responsible for the planning, teaching, monitoring and recording of reading. All teachers should familiarise themselves with relevant and interesting children's literature.

Shared reading

Shared reading is led by the class teacher and is an opportunity to role model the mechanics of reading. It is an opportunity to develop a greater knowledge of grammar and punctuation, to demonstrate the organisational devices of texts, identify spelling patterns and grammar, extend knowledge of vocabulary and focus on all levels of comprehension: literal, inferential, evaluative and critical questions. There will be an emphasis on shared reading at phase 1.

Guided reading

Guided reading is an opportunity for texts to be differentiated to the ability of the children. Children will be grouped according to their ability and resources will meet the needs of the children. A guided reading teaching sequence will start with a book introduction followed by a walkthrough of the text. Next the children will have the opportunity to read independently, with prompts for word solving, before returning to the text as a group, for teaching points and key questions for responding to the text. Key questions will be drawn from the seven assessment foci: decoding, retrieval, infer or interpret, using structures and organisation, responding to author's language, recognising author's view point, relating text to social, cultural and historical contents. In Key Stages 1 and 2, guided reading may be taught outside the literacy lesson according to the organisation of the teacher. The guided reading books, at KS1, are organised according to the Book Bands colours, which is progressive. We use the Phonics Bug scheme by Pearson.

At KS2, guided reading books are organised to the Book Bands colours up to lime level (3c) and, thereafter, according to genre. A set of books is to be matched to the ability of the group and are often linked to the genre being taught.

Independent and wider reading

Every child in KS2 will be given opportunities for sustained independent reading throughout the week to help develop a love of reading. In KS1 and Foundation Stage, children have a book corner where they can sit to look at and read books independently.

In KS2, children choose a personal reading book from a wide range of books located in the central area. There are Book Banded colours until they reach lime level and, after that, children are given a free choice from a varied selection within two further banding colours of red and black. The banding of books gives pupils the opportunity to develop reading skills with texts that have appropriate vocabulary and sentence structure. New titles are added on an annual basis with money raised from the Book Fair held each September and from the literacy budget or other fund-raising events to ensure new titles and authors are included.

In Reception, children take home the guided reading book they have read with an adult in school. These books are book banded and some children will move onto home readers during the summer term. In KS1, children are provided with home readers (book banded) to read at home with their parents. We have a range of schemes in school including Collins, the Oxford Reading Tree and Rigby. Books are changed regularly (at least twice a week) and a range of

fiction and non-fiction is available. In KS2, the books continue to be banded and the pupils change them independently. All children have a reading record for parents to comment in.

Children are encouraged to read a broad and varied selection of reading material to extend the child's reading experience and to encourage reading for pleasure and promote a genuine love of reading. In the KS2 reading record, pupils have a page to record their wider reading.

Daily opportunities for children to listen to high quality classic and modern texts, non-fiction and poetry are important to enhance children's language development and love of literature. The reading of a class novel will add to this experience and develop learning skills further and stories form a daily part of the class routine in Foundation Stage and Year 1.

Our library is situated in the Key Stage 2 central area and there is also a library for KS1 and Foundation Stage outside Year 2 classroom. All children are encouraged to take books home from the school library to read independently and with parents. Each class has been allocated a session during the week to change books. The library is supplemented with additional books from the Lancashire Library service and regularly updated with new books from fund-raising events.

There is also a book club in KS2 which allows the children to visit the local library once a week. Each summer the children are encouraged to take part in the reading challenge set up by the library.

Pupils also have the opportunity to develop their reading skills through research work, especially in KS2. These skills may be taught through other subjects as well as in English. This may be carried out through topic work using a variety of sources, including non-fiction books, C.D. ROMs, and the Internet. We have developed links with Silver Dell, a local bookshop, who have hosted author visits and all our children have the opportunity to meet at least one author a year. We have purchased reading books which may be of particular interest to boys and regularly borrow books from the Lancashire Library Scheme.