Phonics and Reading at Mayfield School

At Mayfield School phonics is initially taught as a separate skill and then gradually built in to each lesson. The Phonics Scheme is used as a basis for combining oral work, reading and writing.

At all stages, care is taken to use the correct pronunciation.

We have a whole school approach to the teaching of phonics. The school follows the 'Letters and Sounds' programme and teachers pitch their teaching at the appropriate phases for their students. There are opportunities for classes to work collaboratively in EYFS and KS1 in order to allow for more effective differentiation. Teachers follow the recommended structure set out in the 'Letters and Sounds' documentation produced for schools by the Department for Education in 2007. In addition to phonics, students are also encouraged to gain an understanding of alliteration, rhyming words and the number of syllables within words.

In EYFS students begin with phase 1 which paves the way for systematic phonic learning focusing on sounds, listening, rhythm and rhyme. When students are ready they move through the 5 phases focusing on phonemes, graphemes and blending.

Students at Mayfield School are also encouraged to recognise words by sight and, for some, this becomes their preferred and effective reading choice. This may be done through the use of flashcards, word walls, reading books, matching games and labels around the school which are accompanied by symbols to aid understanding of the words.

The school uses a wide variety of resources to support the learning of phonics, there are many different kinds of 'hands-on materials' computer software and books. Approaches to reading is taught both discretely and as an integral part of the curriculum. Pupils are encouraged to become confident, enthusiastic, reflective and independent readers with all ability of students accessing a reading book that maybe read orally or using a communication aid.

The students experience print in a variety of forms and for a variety of purposes and read for enjoyment, information and interest. Students participate in shared reading and individual reading. Through these methods, students are encouraged to decode text in a variety of ways, such as phonic decoding, recognising letter patterns/rhyme and reading for meaning. Students are shown how to derive meaning from unfamiliar text in group and individual sessions and they are encouraged to share personal preferences and opinions about books.

Wider Reading

Students have regular access to a well-resourced library within the school. They are encouraged to select, borrow and return books, reflecting a real life scenario. This is an opportunity for students to be independent and make personal choices of books that they are interested in. Students are encouraged to take these books home to share with parents/carers/siblings. Students are also invited to reading events, such as book fairs and celebrating World Book Day. In addition, students have a reading scheme book to take home daily. Parents are encouraged to report back on how their child reads at home. Teachers are responsible for recording and assessing the individual reading of each student.

Students are given the opportunity to:

• Experience a multi-sensory approach to reading.

• Understand the features of a book and how it works

• Have an interest in words and their meanings

• Use a range of strategies, which will help them to read with meaning, fluency, accuracy and expression.

• Use appropriate reading strategies to find and interpret information.

• Reflect on their reading and offer a personal response to a wide range of texts.

• Appreciate the tools of the writer and the techniques used to involve the reader in the text and to build these strategies into their own writing.

• Appreciate the work of individual authors, illustrators and publishers.

• Read for and with other student and adults in a variety of situations.

• Use a range of resources, including classroom materials, the school library and ICT for a range of reading materials.