

St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



SMFR Approach to Phonics and Reading

This guidance outlines the teaching, organisation and management of the Phonics/Reading curriculum taught and learnt at SMFR. The implementation of these guidelines is the responsibility of all teaching staff.

INTRODUCTION

At SMFR, we are a FAMILY committed to ensuring all children FLOURISH in our care; We take pride in providing our children with a broad and engaging curriculum, and fostering their desire and curiosity to learn.

SCHOOL VISION Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future
Jeremiah 29:11

INTENT

Also see

- Subject Goals
- Subject Progression Map

Subject Intent Statement

The intention of the Phonics/Reading curriculum at SMFR is to ensure the children have the best start possible in reading and writing. Phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read and write.

In order to read and understand texts children must learn to recognise and decode the words on the page.

Good quality phonic teaching secures the skills of word recognition and decoding which allow children to read fluently. This will result in children being able to read for pleasure, then move onto children developing comprehension skills. These phonic skills are taught systematically through the Letters and Sounds scheme.

Subject Aims

The Phonics curriculum aims to ensure that all pupils:

- Develop speaking and listening skills
- Develop language skills before learning letter sounds.
- Develop secure knowledge of pure sounds for blending.
- Develop clear links between reading and spelling.
- Move confidently through the 5-stage program.
- Develop a knowledge of the top 100 High frequency words that are built into the programme.
- Develop decoding skills as a main reading strategy (not looking at pictures or identifying initial sound then guessing etc.).

The English Curriculum aims to ensure that all pupils in KS1 and KS2:

- Develop their love of literature through widespread reading for enjoyment.
- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

IMPLEMENTATION

Also see: Appendix 1 Phonics/Reading Non-Negotiables

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Subject Planning & Teaching

In EYFS and KS1 Phonics is taught following the FFT: Success for all scheme. This is a systematic Synthetic Phonics scheme. FFT: Success for all is taught in class groups and, as we recognise that all children learn in different ways and paces, teachers are able to use the scheme's 'Tutoring' package to ensure all children are progressing equally and ensuring all children have the knowledge embedded.

In Nursery, teachers build on the children's knowledge of sound creating a good structure for future learning or phonics and reading. Children are taught to hear sounds, orally blend and segment and identify initial sounds in words.

From Reception, children are taught sounds weekly and go on to use sounds they have learnt for daily reading. Children read books using only the sounds they have been taught. In Reception and KS1, children take part in 25-minute Phonics sessions each day and a 30-minute reading session build up from 15-minute reading sessions at the start of year 1.

Each lesson follows the set plan provided by the scheme and follows a "Revisit, teach, practice, apply" structure. Children will have opportunities to continuously revisit previous learning to ensure it is embedded and ensure they feel confident independently using what they have learnt.

In Reading sessions, books are planned and mapped by the scheme alongside the phonics teaching. Children will only be expected to read words that they can decode independently and will be provided with opportunities to check their understanding using easily decodable comprehension questions.

In KS2 children participate in one hour long Guided Reading session weekly with books carefully considered for age appropriateness and challenge for all children. High quality discussions and a carefully considered range of stories, poems and non-fiction will be chosen to enable children's comprehension skills to develop enabling them to gain knowledge across the curriculum. Children will be expected to identify and discuss new and unfamiliar words learning the meaning and use in context. They will use Vocabulary books to record these words and their meaning to enable them to use them in the wider curriculum and opportunities for children to read aloud will develop their reading skills. Time will be planned for throughout the week for 'DEAR' time and 'Shared Reading' developing a pleasure for reading throughout the school.

SMFR Phonics/Reading Resources/Schemes

- FFT: Success for All
 - Phonics Lesson Plans
 - Reading Lesson Plans
 - Alphabet Wall Cards
 - Picture / Sounds Cards
 - Letter formation cards
 - Red and Green words (cards)
 - Decodable readers (FFT: Success for All)
 - Partner practice booklets
- Reading Assessment (EYFS and KS1)
- Tutoring with the Lightning Squad (Where appropriate-EYFS, KS1 and KS2)
- High Quality texts for study in English
- High Quality texts for study in Guided Reading

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

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Phonics and Reading Curriculum Link to EYFS Framework:

Early Years Foundation Stage Framework- Statutory Guidance:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Early Learning Goals:

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Development Matters- Non-Statutory curriculum Guidance:

Literacy:

3-4 year olds will be learning to: *Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing*

Develop their phonological awareness, so that

they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother.

Children in Reception will be learning to: *Read individual letters by saying the sounds for them.*

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the Phonics and Reading curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

At SMFR we use FFT Success for All to support our assessment of Phonics & Reading and Cornerstones to assess reading across the school.

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The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.

Overall, children's progress in Phonics and Reading is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programme of study.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the Phonics and Reading the Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the Phonics and Reading Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for Phonics and Reading within the SMFR curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of Phonics and Reading.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



Appendix 1 Phonics and Reading Non-Negotiables

SMFR Phonics and Reading Non-negotiables:

- FFT: Success for All scheme

SMFR Reading Strategies

- P.E.E (KS2)

	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • Learning appropriate to agreed SMFR subject Progression Map & Goals • FFT: Success for All scheme • Use of a range of well thought out resources including IT • Focus on handwriting & presentation (where appropriate) • Exposure to and understanding of new and unfamiliar words used in context. • Focus on comprehension skills 	<ul style="list-style-type: none"> • Use of Vocabulary books for recording unfamiliar words. • Use Point, Evidence, Explain to develop comprehension skills.
IMPLEMENTATION		
Word Reading	<ul style="list-style-type: none"> • Exposure to new and unfamiliar words • Use of dictionary to understand new and unfamiliar words • Opportunities to read aloud to develop reading skills, speed and fluency 	<ul style="list-style-type: none"> • Use of targets • Focus on Gem Powers • Zero noise • Active Listening • Thumbs up • My turn- your- turn • 1-2-3 move • Choral response • Random Reporter • Tell your partner • Think-pair-share (higher order thinking) • Think time • Sentence stems • Think alouds • P.E.E (KS2) • Vocabulary books (KS2)
Comprehension	<ul style="list-style-type: none"> • Focus on comprehension skills. • Retrieval of information from text • Use of P.E.E. • Model and scaffold inference skills 	
IMPACT		
AFL	<ul style="list-style-type: none"> • Questions to check understanding. • Scanning classrooms • Mini plenaries • Marking & Feedback, where appropriate, in accordance with SMFR policy • Discussions with children. • Collaborative learning • Adapted planning for the next lesson. • KS1 children's self-assessment • KS2 children's EXIT messages 	<ul style="list-style-type: none"> • Peer evaluation • Self assessment • Flexible groupings. • Children's peer and self-assessments. • Testing • Quizzing