

Reading at Priors Field

Phonics

Phonics teaches children the complex connections in English between sounds and letters, essential to understand when learning to read and spell.



In Foundation Years, children's phonic ability is assessed on entry. They are taught from their entry point which is usually Phase 1 or beginning to work at Phase 2.

Children receive daily whole class twenty minute sessions focussing on a different phoneme from the relevant phase. The sessions consist of revision, teaching, practicing and applying and are taught with a multi sensory approach. At the beginning of the year children are provided with a phonics home school book in which daily phonemes are pasted. The children take these home to practice with their parents, first using the stories and songs from 'Jolly Phonics' to teach their parents the daily phoneme, and later to practice blending and segmenting of cvc, cvcc and ccvc words. Children's phonic ability is assessed in the first half of the Autumn term and thereafter progress through the phases, usually 1 - 4, is tracked and monitored termly. After Christmas intervention groups may be introduced for children who need further reinforcement at Phase 1 or 2. These children also continue with the usual daily whole class sessions. The aim for the majority of reception children is to be working securely at Phase 4 by the end of the year.

In Year One, children revisit Phase 4 and work through Phase 5, although information about their phonic ability is passed up from reception to ensure that they are taught from their starting point. Children receive daily whole class twenty minute sessions which consist of revision, teaching, practicing and applying. Each child takes home phonic spellings specific to where they are at within the phonic phases on a weekly basis. Children's progress through the phonics phases is tracked and monitored termly. A phonics intervention, which lasts for 16 weeks, called 'Leap Frogs' is delivered daily in addition to the class phonics session for children working below phase 4.

Towards the end of the year all children in Year One complete a statutory DFE phonics screening check which is administered by the class teacher. The phonics screening check is a short assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard and have grasped fundamental phonic skills. It comprises a list of 40 words and non-words, which a child reads one-to-one with a teacher. The class teacher uses the results of the phonics screening check to inform

future phonics planning and teaching. Children's performance in the phonic screening check is included in summer term reports to parents.

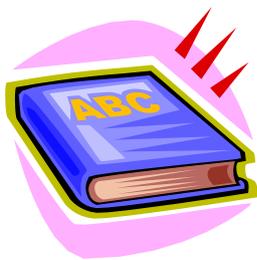
The aim for the majority of Year One is to be working securely at Phase 5 by the end of the year.



In Year Two, children revisit Phase 5 and work through Phase 6, although again, assessments from the end of Y1 are passed up to ensure that children are taught at the right level from September. Children receive daily whole class twenty minute sessions which consist of revision, teaching, practicing and applying. The children take home weekly spellings linked to the phonics they have been taught in class as well as practise of spelling rules. Children's progress through the phonics phases is tracked and monitored termly. Intervention support may be introduced for children who need further reinforcement at Phase 4 or below. Children who did not meet the standard of the phonics screening check in Year One retake the phonics screening check towards the end of Year Two. The aim for the majority of Year Two is to be working securely at Phase 6 by the end of the year.

In Year Three, phonic knowledge is taught as part of the daily Spelling, Grammar and Punctuation lesson. The class teacher uses 'Support for Spelling' to teach children spelling strategies and the children take home weekly spellings to learn. Intervention support may be introduced for children who need further reinforcement with their phonics development and/or spelling. This will include any children who did not gain a sufficiently high score on their re-sit of the Phonic Screening check at the end of Y2.

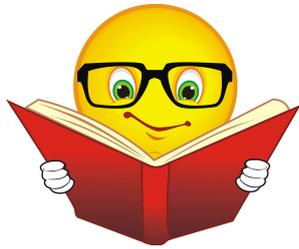
In Year Four, phonic knowledge is taught as part of the daily Spelling, Grammar and Punctuation lesson. The class teacher uses 'Support for Spelling' to teach children spelling strategies and the children take home weekly spellings to learn. Intervention support may be introduced for children who need further reinforcement with their phonic and/or spelling.



In Year Five, phonic knowledge is taught as part of the daily Spelling, Grammar and Punctuation lesson. The children take home weekly spellings from the (at the time of writing) draft National Curriculum to learn. Intervention support is provided for those who need further help with phonic and spelling ability.

In Year Six, phonic knowledge is taught as part of the daily Spelling, Grammar and Punctuation lesson. The class teacher uses 'Support for Spelling' to teach children

spelling strategies and the children take home weekly spellings to learn. Intervention support is provided for those who need further help with phonic and spelling ability.



Reading Books

We have a reading scheme which supports children beginning to read in the Foundation years and the early learning of phonemes and continues through to children who are reading at level 4A. All children from the Foundation Years to Year Six have a reading book which is matched to their current reading level and ability or at the sub level just above where the child is at. Where a child is working at a level **4A5** and beyond they choose from a set of free reading books appropriate to their age and reading ability from the library.



As a further reading resource all children have usernames and passwords which allow them to access 'Bug Club' an interactive online reading resource at home and at school. Class teachers assign books appropriate to each child's level of reading to the children's accounts and update the children's reading lists regularly. The website allows teachers to monitor books read by the children and provides comprehension questions to establish how much of the story the children have understood. Class teachers use the evidence provided from this resource about how individual children are progressing against the Reading Assessment Foci to inform assessments.

In Foundation Years and Key Stage One the class teacher and/or teaching assistant checks each child's home school reading diary daily to see if the child has read and as appropriate provides time for the child to change their reading book. A record is kept of the books each child has read and these records follow the child up through the key stage.

In Key Stage Two the class teacher and/or teaching assistant checks each child's home school reading diary/homework book weekly to ensure the child has read at home and provides time for the child to change their reading book independently.

NB on occasions where teaching assistants check reading diaries, they feedback to teaching staff who at all times retain responsibility for the children's progress in reading.



Guided Reading

Guided reading sessions ensure children progressively learn and develop different skills related to phonics, grammar, and reading comprehension. Children have one guided reading session led by the class teacher a week with the exception of the Foundation Years where the children are heard read by the teaching assistant as well as the class teacher. During guided reading children are grouped according to their reading ability and are taught in small groups of approximately 6 by the class teacher. The class teacher shares a text appropriate to the majority of the children's level of reading or at a sub level just above where the children are at and uses Reading Assessment Foci to hone in on particular reading skills during a session. The class teacher records notes from the session about how children are progressing against particular AF's on guided reading sheets which help to inform the termly assessments and tracking required for reading. Whilst a group of children are having a teacher led session the rest of the children in the class complete a carousel of reading activities which develop phonics, spelling, grammar and reading comprehension. Parents are informed of when their child reads with the class teacher by the class teacher using a stamp in the child's home school reading diary/homework book.



Library Books

At Priors Field we have a well-stocked and attractive library where classes have a weekly session in which teachers can take the whole class to choose a book from the library to take home and read. Through our regular pupil interviews we know that the children believe we have a wide ranging selection of fiction and non-fiction books but we are always aiming to add to our stock through generous donations from the PTA and generous support of parents through making purchases at our annual Book Fair.



Comprehension

In Key Stage One children have a weekly comprehension task within the carousel of activities in Guided Reading. Teachers also set comprehension activities within 'Linked Learning' (our cross curricular approach to literacy) as and when appropriate.

In Key Stage Two children are taught a discrete Comprehension lesson on a weekly basis which supports pupils to master key comprehension skills such as inference and deduction and teach the necessary skills in the Reading Assessment Foci. Comprehension activities are also part of the carousel of activities in Guided Reading.