



## Dishforth CE Primary School



# Phonics and Early Reading Intent, Implementation and Impact Statement

## Intent

At Dishforth CE Primary School we recognise that reading is a key life skill and that the ability to read brings life-long pleasure. The teaching of phonics and early reading throughout Foundation Stage and Key Stage 1 is of the highest priority.

Our vision is that children quickly become enthusiastic and motivated readers. They have the ability to recognise, blend and segment sounds, in order to read unknown words, as well as reading sight words. This ensures that children become confident, fluent readers, who show a good understanding of what they have read.

Our children read a wide range of high-quality genres and texts, promoting a love of literature and an enjoyment of reading for pleasure and for information, as well as using reading to promote reflective thinking.

Our intent is that our children know more, remember more and understand more in their journey to becoming confident readers.

## Implementation

At Dishforth CE Primary School we strive to teach children to read effectively and quickly, using a high-quality systematic synthetic phonics programme. We do this by using the Read Write Inc programme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Throughout Reception and Key Stage 1 the Read Write Inc programme is followed with rigour and fidelity so that children are taught consistently to use phonics as the route to reading unknown words. We ensure that the pace of the phonics programme is maintained through high quality teaching and same day intervention, so that children become confident, fluent and independent readers.

We ensure children's reading books show a cumulative progression in phonics knowledge that match the grapheme-phoneme correspondences they know to support decoding skills, building fluency.

## Early Reading in EYFS – Nursery

Early reading begins in Nursery where the adults promote a love of reading and listening to stories alongside laying the foundations of their phonics learning journey.

## **Stories, nursery rhymes, poems and songs**

Children need lots of opportunities to develop familiarity with stories, nursery rhymes, poems and songs. As children grow, they build strong emotional attachments to the

memories associated with learning stories, nursery rhymes, poems and songs. They become an important link between past and present, as they are passed down from generation to generation.

As children chant the exaggerated patterns in the rhymes or songs, they develop a strong sensitivity to rhyme, rhythm and alliteration. On each repetition, they deepen their familiarity with the words and phrases. The more children know the rhyme, the more they 'own it'. By reading aloud to our children, we hope to take them into a world that goes well beyond our typical everyday spoken language. Stories teach children to:

- Sustain attention
- Learn thousands of new words
- Deepen their knowledge of words on every retelling
- Hear exaggerated patterns in words and phrases- discrete sounds, rhyme and alliteration
- Link thoughts from one part of the story to another
- Become familiar with complex and compound sentences
- Understand the emotions of others
- Build pictures in their minds from the words on a page
- Find out about new places, people and things
- Understand the nuance of humour
- Follow a plot with twists and turns
- Understand suspense and predict what's about to happen next

The sharing of stories, poems, nursery rhymes and songs continues into Reception and Key Stage 1.

The pre reading skills which all children need to eventually become successful readers are taught to all children who join our nursery. We follow Letters and Sounds Phase 1 phonics. Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts with the introduction of Read Write Inc to Nursery children in the summer term. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 Letters and Sounds is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

**Aspect 1 - General sound discrimination - environmental**

**Aspect 2 - General sound discrimination - instrumental sounds**

**Aspect 3 - General sound discrimination - body percussion**

**Aspect 4 - Rhythm and rhyme**

**Aspect 5 - Alliteration**

## **Aspect 6 - Voice sounds**

## **Aspect 7 - Oral blending and segmenting**

Children who are confident in all 7 aspects are introduced to our phonics programme Read Write Inc during the summer term, with one sound introduced each week.

### **Early Reading in EYFS – Reception**

*'The most important starting point is to read to children. Reading to children is the best way of encouraging them to love books and reading.'*

*By reading stories aloud to children every day, you are forming a link for them between reading, comfort and love. When you love a book, your children will want to hear it again and again! Children thrive on repetition, so when you've read Room on the Broom for the hundredth time, remember you are hard wiring their brains for success.'*

*(Ruth Miskin, 2020)*

Children are introduced to phonics within the first two weeks of the Reception year. **Read Write Inc** sessions take place every morning for all Reception, Year 1 and Year 2 children, as the pace and consistency of the programme is a key element to developing reading skills for all children. This is integral to allowing our children to effectively learn the rest of the school curriculum using their knowledge and skill in reading.

Our ultimate aims and objectives within the **Read Write Inc.** programme are for the children to be able to learn and apply sound blending skills and to learn to segment words in order to be able to create skilled and confident readers. Children also learn to read and spell words that do not conform to regular phonetic patterns (High Frequency Words) and decode both fiction and non-fiction texts through discussion, performance and teacher led activities.

This systematic approach ensures the children acquire the key skills needed to become confident readers. Our home/ school reading books are carefully matched to each child's phonics level and are fully decodable in the first instance. From the very first day the children arrive in EYFS they are surrounded by quality texts and immersed in an environment where reading is held at the heart.

Children read with an adult daily until they reach their end of year expectation and those children who require additional support in developing these key skills are identified quickly. Assessments are carried out at regular intervals throughout the year to ensure the children progress through their phonics programme and the reading books bands.

Approximately 4 new sounds are introduced each week.

**Set 1 sounds (Word time 1.1 – 1.7)** are taught for approximately 12 weeks

**Set 2 sounds (and set 1 recap)** are taught in the Spring term and the first half of the summer term.

**Set 3 sounds** are introduced in the second half of the summer term.

## **Key Stage 1**

All children in Year 1 continue to follow the Read Write Inc programme continuing with reviewing Set 2 sounds and Set 3 sounds.

## **Key Stage 2**

Children who have not yet mastered phonics continue on the Read Write Inc scheme through catch-up sessions in Key Stage 2.

## **Planning and Lesson Structure**

Phonics is taught daily. All staff teaching phonics plan lessons using the Read Write Inc structure, including Speed Sounds, Words Time, Green words, Red words, Alien words, reading books and Hold a Sentence activities.

## **Individual Reading Books**

All children receive individual reading books to practise reading at home. All children start on wordless books, which encourage children to use the illustrations to tell the story. Once introduced to blending, children take home either the Read Write Inc Sound Blending books or Green Cards from set 1.1 – 1.7. Once children can blend cvc words confidently they are introduced to reading books with words. All books sent home reflect the phonics learning that is taking place in school using the Read Write Inc Books for Bags books and RWI books read within phonics sessions in school.

## **Assessment**

Children's progress is continually reviewed to allow for movement between ability groups, and to plan interventions for those needing extra help. All children are formally assessed every six weeks.

The National Phonics Screening Check is performed in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 and receive additional intervention support to help them reach the standard. As children enter KS2 provision is made for those children still requiring support with reading and spelling.

## **Resources**

All Read Write Inc phonics resources can be found in the phonics unit within the EYFS classroom. All members of staff teaching phonics have their own speed sound cards and green/red/alien/multisyllabic word cards.

## **Monitoring**

The Literacy co-ordinator monitors the progress of all children on a half termly basis.

## **Role of the subject leader**

The subject leader is responsible for monitoring children's attainment and progress to ensure that all learners complete their programme of study at each stage. In addition to

this, the subject leader is responsible for supporting and developing staff's subject and pedagogical knowledge to enhance the teaching of phonics. Evidence gathered from the monitoring process, will be collated in the subject leader folder, fed back to staff at an appropriate time and be fed into the Phonics action plan.

### **Impact**

The impact of our systematic teaching of phonics is that our children know more, remember more and understand more on their journey to becoming confident and skilled readers.

Children are fluent and confident readers by the end of KS1. They are able to use their reading skills as a key tool to support themselves in independent reading across the curriculum and to use knowledge, skills and understanding of reading to support themselves with learning across the curriculum.