

St Francis Church of England primary school

Teaching of Phonics and Reading Statement



Aims:

At St. Francis we believe that reading is a skill which is taught through planned, systematic phonics lessons which lead to the enjoyment of all kinds of books, the appreciation of different genres and the ability to access information independently. Through their own reading, we hope that children will develop their individual tastes in literature and be able to understand and justify their own choice of books.

Our Primary aims are:

- To develop phonetic skills which lead to blending and reading fluently.
- To promote confidence and positive attitudes to reading.
- To promote and encourage good home/school links using a wide range of literature.
- To equip children with critical tools so they are able to analyse what they read.
- To give children access to a wide range of fiction and information books.
- To monitor each child's progress through the use of a range of assessment strategies e.g Phonic assessments, ongoing reading observations, listening to children read, STAR tests in Accelerated Reader.
- To support those who are progressing slowly in acquiring reading skills through targeted interventions.

Approach:

At St Francis CE school, we follow the Read Write Inc approach to teaching Reading and Phonics in KS1 and VIPERS and Accelerated Reader in KS2. Our approach is systematic, consistent and rigorous in order that all children become readers as quickly as possible.

We use the same phonics program across the school providing continuity and a vehicle for guaranteed progression.

RWI sessions take place everyday; In Foundation stage through to Year 2 at 9.00-9.30am.

Pupils are taught in ability groups from Reception to Year 2 thus enabling them to be taught according to their reading level not their age group. Teaching is very precise and tailored to the needs of each child.

Staff are experts in the teaching of early reading strategies and have regular CPD to develop their skills.

The alphabetic code is taught first with children learning new sounds and practising pronouncing and blending these sounds on a daily basis. Simple mnemonics help the children grasp the letter sounds quickly. Then we match the sounds pupils know to the books they read, getting children to read those books a few times which helps them to read using a story tellers voice. Additionally, children hear lots of other stories in school thus increasing their story, knowledge and vocabulary.

We have a Reading Manager, Rachel Spargo, who leads the school reading team. She helps to teach, monitor and assess all groups, providing training and support for all RWI leaders.

We have a Reading Champion, Jo Rusden, who leads interventions across the school to support children in 'keeping up' with our expectations of every child being a reader.

Children are assessed at least half-termly and are taught in groups according to ability.

Information sessions are held for parents and more information is available at

<http://www.oup.com/oxed/primary/rwi/forparents/>

Once children have reached the end of the RWI programme, they are then taught to read in Comprehension sessions with their Class Teacher, using a variety of scheme books and real books. The focus then shifts to developing higher

order reading skills such as inferring meaning in texts and materials are chosen according to the learners' needs. VIPERS is used as the strategy to develop comprehension skills.

Some children may require additional support in KS2 and so follow interventions in reading at their point of need based on assessments.

Pupils take reading books home from the classroom which are matched to their reading ability to further develop fluency and a 'reader's voice'. Parents are encouraged to read alongside their child to model a love of reading.

As part of our commitment to developing lifelong readers, children listen to quality stories, novels and poetry being read aloud daily by their class teacher. Stories are chosen so that children experience a breadth of genre – from classics to comedy to poetry. There is time during these sessions for children to discuss personal preferences of books and to explore language choices and develop vocabulary through quality book talk.

Every class in the school has a timetabled library slot where they go and enjoy stories with their class teacher and have the opportunity to independently choose stories that they will enjoy reading.

We hope this provides you with a good overview of phonics and reading teaching at St Francis CE primary school. However, should you require any further information please do not hesitate to contact your child's class teacher or email into school and ask for Mrs Spargo.