

# DODFORD FIRST SCHOOL

---



**Achieve, Believe, Create and Fly High**

## **Phonics and Reading Statement**

### **INTENT**

At Dodford, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe that reading is a skill which is taught through planned, systematic phonics lessons which leads 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.

At Dodford First School, we intend:

- 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.
- To support those who are progressing slowly in acquiring reading skills through a personalised intervention program.

### **IMPLEMENTATION**

#### **PHONICS**

Phonics is taught using a highly structured, consistent and rigorous programme of daily lessons across the Foundation Stage and KS1 classes, in order to ensure that children become readers as quickly as possible. Activities are differentiated according to children's phonic awareness and development. We follow the systematic approach provided by Letters and Sounds, which provides a synthetic approach to the teaching of phonics. This is taught using Little Wandle resources.

### **The principles of the Little Wandle Letters and Sounds programme**

The programme focuses on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately and develop language comprehension. The programme is carefully structured into developmental phases (Phases 1-6). The sessions are planned and delivered to encourage pupil participation and engagement by all, resulting in high-quality phonic work on a daily basis this ensure that by the end of Key Stage 1 children develop fluent word reading skills and good foundations in spelling.

Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. Children are grouped according to the phase of Letters and Sounds which they are learning. These groups are fluid and flexible according to children's progress and need. Children's progress is tracked regularly and lessons are personalised to meet the needs of all learners.

### **Phonics Assessment – The Year 1 Screening Check**

The national phonics screening check is performed in June of Year 1. Prior to this, we hold a phonics workshop which gives parents information about how they can support their children at home. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who do not meet the required standard for the check in Year 1 enter again in Year 2 after additional support.

### **Phonics in KS2**

If children in Key Stage 2 experience difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching, then additional resources and intervention teaching will be used to support them.

## **READING**

At Dodford First School children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading. In KS1 we aim to equip children with the skills needed to decode and read fluently. Whilst in KS2 there is a greater emphasis on comprehension with most children decoding easily.

Pupils are taught reading skills during focused small group reading activities, daily phonics lessons, year group reading sessions, English lessons and through cross-curricular activities. Children are provided with many opportunities to read for pleasure each day. For example, independently, with reading buddies, or during a shared class Storytime. We also encourage a love of reading by holding regular book themed days and plan reading events across the whole school. Such as Roald Dahl Day, author visits, World Book Day and National Poetry Day celebrations.

### **Home/School Reading**

At Dodford First School our home reading scheme is organised into colour book bands which allows us to carefully monitor our pupils reading development.

In KS1, we predominantly use the Bug Club reading scheme. Using this scheme allows us to access a highly structured phonics-based programme which closely matches Letters and Sounds progression. Bug Club also provides access to a range of fiction books, non-fiction books, comics, poetry books and plays which run alongside the phonic programme and can be used to extend pupils reading breadth once they are confident within a particular colour band.

In addition, we have access to other publishers such as Big Cat, ORT and Rocket. These books are used by staff in order to support or extend pupils reading skills as assessed to be necessary during their individual reading journey.

In KS2, pupils have access to colour banded Bug Club and Big Cat reading scheme books. These books help structure pupils reading development by providing access to age appropriate reading materials which extend pupils vocabulary. Staff can then widen pupils reading by providing access to short chapter books and books by famous authors once appropriate milestones have been reached.

In addition to a personalised reading book, children are able to take a book home from the school library. Every child is also a member of 'Bug Club' online library this provides them with access to e-books which can be read at home or in school.

### **Tracking and Assessment**

All pupils' phonics and reading skills are assessed at appropriate intervals as they progress, against the age related National Curriculum reading objectives or the reading Early Learning Goal in Early Years Foundation Stage.

During daily phonics lessons there are opportunities to regularly assess children's understanding and outside the discrete daily phonics session there are many opportunities to observe the application of phonic skills, e.g. during small group reading activities. In addition, we use 'Little Wandle Phonics Tracker Assessments' to systematically monitor individual pupils progress at regular intervals each term.

The reading of key common exception words, fluency rates and reading domain comprehension skills are also monitored closely.

This regular monitoring against key outcomes allows teachers to ensure that all children are making expected progress, including children in the most vulnerable groups. This information is also used to identify children who are not making expected progress and therefore early intervention can be put in place.

### **IMPACT**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through Years 3 and 4. Attainment in reading is measured using the statutory assessments at the end of Key Stage One. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

Regardless of background, ability or additional needs, by the time children leave Dodford First School they will:

- be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types
- have skills to decode words in order to be able to read fluently with a secure understanding of what they have read
- be inspired by literature and will read for pleasure