

DODFORD FIRST SCHOOL



Every Day, a Learning Journey

Phonics and Reading Statement

Our Aims:

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

Our Approach

PHONICS

Phonics is taught in a highly structured programme of daily lessons across Foundation Stage and KS1 in groups differentiated according to children's phonic awareness and development. The Letters and Sound programme is followed, providing a synthetic approach to the teaching of phonics. This is taught using Phonics Play resources.

The principles of the Letters and Sounds Programme

The programme focuses on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately and language comprehension. The programme is carefully structured into developmental phases (Phases 1-6). The sessions are delivered to ensure participation and engagement resulting in high-quality phonic work on a daily basis to help teachers 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 area 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, the Year 1 phonics workshop gives parents information about how they can support their children at home with phonics. 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 after additional support. As children enter KS2 provision is made for those children still requiring daily phonics.

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 can 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 reading lessons, Phonics lessons, English lessons and through cross-curricular activities. Children are provided with many opportunities to read in school independently, with reading buddies, and as a shared class session. We also try to encourage a love of reading by holding book themed days e.g. Roald Dahl Day and reading events both as individual classes and across the whole school.

Our reading books are organised into coloured book bands according to their content. Children are assessed regularly and move onto the next book band when their fluency and understanding show that they are ready. Our reading scheme integrates several different published schemes in order to expose children to the widest range of book structures, genres and characters.

Every child is also a member of 'Bug Club' 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 (half termly) as they progress. During daily sessions of phonics there are also opportunities for practitioners to regularly assess children's understanding and outside the discrete daily phonics sessions there are many opportunities to observe the application of skills, e.g. during focused reading activities. Regular monitoring of the assessment 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.

SPECIAL EDUCATIONAL NEEDS

Our aim at Dodford is that every child's needs are catered for and every child is given the chance to succeed and become competent readers. If children are not attaining as expected, due to other difficulties, then it is our duty to put extra intervention in place, to help close the gap and ensure progress is being made.

INTERVENTION

Through careful monitoring and tracking practitioners are able to identify children who are not making the expected progress and therefore need intervention to catch up. Depending on the needs of individuals, this may include additional individual or small group tutoring before the lesson or after the main lesson; one to one work or extra support for a child or small group of children within a lesson. It is important that children who are struggling to learn to read not only need to catch up with their peers, but also to continue to make progress.

HOMEWORK

Homework is used to support development of both phonic and reading skills taught in class, through tasks such as:

- Practising phonic skills in spelling words
- Reading and comprehension activities linked to reading
- Writing tasks

For more information on any of our reading or phonics provision, please do not hesitate to contact the school.