



Phonics at Thameside on A4

Design/Intent

(or what we're moving towards and why)

At Thameside, we believe that every child has the ability to read accurately and fluently with good comprehension. RWI phonics teaches children to decode words by sounds, rather than ~~recognising~~ whole words. Children are taught the letters (graphemes) that represent these phonemes and also learn to blend them into words.



Implementation

What might you typically see?

- In KS1, all phonics will be recorded in phonics books from the start of the year
- In FS, children will record in books when appropriate (but all by the end of the year)
- Resources which are appropriate to each group e.g. green word cards, frog puppet
- The RWI speed sound lesson plan pdf will be followed and used as a script in each session
- Children will be taught phonics in differentiated ability groups which are reviewed half termly by class teachers after a phonic assessment
- Experienced phonics teachers teaching the lowest 20% of the cohort in FS and KS1
- When writing sounds on a whiteboard, they will always be modelled by adults in school hand (cursive from blue group)
- Adults using appropriate sized sound cards for their group
- Teachers will fill in their own medium term plan using the blank pro form provided from assessment information
- Adults taking responsibility and ownership for their own phonics resources
- Fast paced teaching where progress is easily seen
- Sessions which include a range of activities enabling children to revise their knowledge, learn new sounds and apply and practise their skills
- Use of silent signal to limit teacher talk
- Resources set up and prepared for the lesson

How the school intervenes swiftly to help those having difficulty to make sure they keep up, and to stretch and deepen the learning of the 'rapid-graspers':

- All children should access 45 minutes or more of phonics daily (this may be split into smaller chunks throughout the day)
- All children in the Foundation Stage have a phonics input every day
- All children in Year 1 have a daily phonics input until they reach the comprehension group where they will go on AR and do daily Guided Reading
- All children in Year 2 who did not pass the phonics screening in Year 1, join a phonics group for a daily input
- Children in KS2 who need to can still access phonics sessions as well as 1:1 tutoring or Fast Track Tutoring
- Across FS and KS1, children identified at pupil progress meetings as being below ARE or not making enough progress in phonics will have 1:1 tutoring, phonological awareness activities and use the phonics virtual classroom.
- Once children complete the RWI scheme they will move to AR and do daily Guided Reading

What won't you see?

- Children unengaged in phonics
- Inconsistency in teaching
- Mixed ability groups

What opportunities are there for intelligent practice of knowledge and skills?

- Daily 1:1 reading interventions
- Writing across the curriculum
- Enrichment activities linked to reading and writing where phonetic knowledge will be applied
- Extra-curricular activities involving reading and writing
- Day to day tasks and activities
- Phonics in the environment

Impact on knowledge and skills

Assessment information is used to improve pupil knowledge and skills.

Formative assessment

- Immediate feedback (post it notes) and pinny time are used so that teachers intervene swiftly to help children who are struggling
- Assessment takes place daily and is used to identify individual needs and to inform future planning (post it notes, update medium term plan)
- Half termly phonics assessments using Ruth Miskin resources

Summative assessment

- All children taking part in daily phonics sessions (FS, Year 1 and some Year 2 children) will be screened half termly using Ruth ~~Miskin~~ resources
- All Year 1 and those children in Year 2 who have not yet passed the phonics screening, will be assessed termly using past phonics screening materials to track progress

The assessment assesses the child's understanding of:

- Recognition of phonemes/graphemes
- Ability to blend and read words (including alien words)
- Ability to segment and spell words (including alien words)
- Recognition of high frequency words (red words)
- Fluency of reading

At the end of Year 1 there is a statutory assessment (Year 1 phonics screening check) which usually takes place in June each year. Parents are informed of the outcomes of this check. Those children that do not achieve the pass standard have the opportunity to retake the test in Year 2.



Learning to read at Thameside on A4

Design/Intent

(or what we're moving towards and why)

Reading should be an enjoyable experience, and allows children to develop both their imagination and their vocabulary. Independent readers should be encouraged to read for a sustained length of time allowing them to become 'lost in a book'. Children must also read in order to access and make progress across the whole curriculum both in Key Stages 1 and 2. Reading is vital for future learning.

Baseline data shows that many children enter this school with low levels of language, phonological awareness, and independence. They can present as passive children who are not involved in their own learning. Therefore, we have to find a way of reaching these children, as there is no real reason why they shouldn't learn to read. School ethos, expectations and commitment to Assessment for Learning, ensures that children can become independent and motivated. Success through reading is the greatest motivator of all.

The programme for early readers is almost entirely based on phonics using the Read Write Inc programme to develop phonic knowledge and fluency. In Read Write Inc. storybook lessons, children learn to read accurately and fluently with good comprehension.

Implementation

What might you typically see in a Storybook session:

- Children will be taught in differentiated ability groups which are reviewed half termly by class teachers after a phonic assessment
- Experienced phonics teachers teaching the lowest 20% of the cohort in FS and KS1
- Children reading books matched to the phonics sounds they are taught
- Thought provoking story introductions
- Prompts used to encourage thinking out loud and discussion
- Teachers modelling reading
- Children reading red and green words
- Children reading the same story three times
- The first read developing accuracy
- The second read developing fluency
- The third read developing comprehension
- Oxford Owl e-book assigned at the beginning of each week (same book as reading in school)

How the school intervenes swiftly to help those having difficulty to make sure they keep up, and to stretch and deepen the learning of the 'rapid-graspers':

- All children in the Foundation Stage from red ditty group up have a storybook session every day
- All children in Year 1 have a storybook session every day
- All children in Year 2 who did not pass the phonics screening in Year 1, join a Year 1 phonics group for a storybook session
- Across FS and KS1, Years 3&4 children identified at pupil progress meetings as being below ARE or not making enough progress in phonics will have 1:1 tutoring, phonological awareness activities and use the phonics virtual classroom.
- In Years 5&6 children identified at pupil progress meetings as being below ARE or not making enough progress in phonics will have Fresh Start tutoring and use the phonics virtual classroom.

What won't you see?

- Children unengaged in storybooks
- Inconsistency in teaching
- Mixed ability groups

What opportunities are there for intelligent practice of knowledge and skills?

- Fluency for reading and ~~spelling~~
- Writing across the curriculum
- Enrichment activities linked to reading and writing where phonetic knowledge will be applied
- Extra-curricular activities involving reading and writing
- Day to day tasks and activities
- An Oxford Owl e-book assigned to children weekly based on the sounds they have been taught that week
- Additional book bag books sent home

Impact on knowledge and skills

Assessment information is used to improve pupil knowledge and skills.

Formative assessment

- Immediate feedback used so that teachers intervene swiftly to help children who are struggling
- Assessment takes place daily and is used to identify individual needs and to inform future planning
- Termly assessments using Ruth ~~Miskin~~ resources

Summative assessment

- All children taking part in daily storybook sessions (FS, Year 1 and some Year 2 children) will be screened termly using Ruth ~~Miskin~~ resources

The assessment assesses the child's understanding of:

- Ability to blend and read words (including alien words)
- Recognition of high frequency words (red words)
- Fluency and accuracy of reading



Learning to Comprehend at Thameside on A4

Design/Intent

Successful reading is a product of two complex, but separable processes:

Word reading: The ability to recognise, decode and understand the meaning of individual written words.

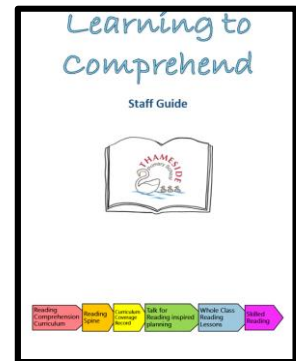
Language comprehension: A multidimensional process that is used to access the underlying meaning of spoken and written language. This involves the integration of multiple sources of knowledge and skills, including knowledge of word meanings and syntax, and making inferences (for example, drawing on background knowledge as we listen and read).

Learning to comprehend at Thameside Primary School is inspired by Talk for Reading to help children to read critically, appreciatively and confidently. For maximum impact, our intent is for children to learn to read age/stage appropriate texts, learn to comprehend age/stage appropriate texts and read for pleasure because that is the culture instilled by our school.

Implementation

What will you typically see in Whole Class Reading lessons?

- Staff teaching according to the sequence set for Learning to Comprehend lessons in our bespoke staff guide
- Staff using techniques as laid out in Thameside's Reading Policy & Guidelines Booklet
- Staff teaching using the correct book from the Reading Spine
- Children evidencing work in whole class reading books, taking care with their presentation
- A large emphasis on the teaching and learning of words, especially tier 2
- Teachers modelling written responses to the big questions and as appropriate
- Children who can use thesauruses and dictionaries proficiently, including Lexipedia
- Thameside word class colours being used when annotating texts
- Inviting book corners and displays
- Timetabled reading for pleasure opportunities with fluency lessons taking place for children who need them
- Children exploring topics or themes in reading lessons that they are learning about in other subject areas – they are encouraged to make links/connections to other/prior learning
- Children enjoying a wide variety of texts including: picture books, fiction, non-fiction and poetry
- Teacher may use more than one book at a time in reading lessons e.g. Snow Goose (fiction) and Circle (non-fiction) so that children have deeper knowledge and understanding of real-life phenomena
- Children making links between books/texts/subjects/characters/themes (including abstract nouns e.g. hate, hurt, love and characters who are lonely, for example)
- Children being exposed to texts related to relevant Personal Development issues e.g. friendship, healthy living, families, diversity
- Oral book recommendations at the end of units
- 1000+ extracts being used once a week in Year 6 (from specially chosen books with Lexile counts of over 1000)



What else might you see?

- 1:1 reading tuition <https://www.thamesideprimary.co.uk/page/?title=1%3A1+Reading+tutorial&pid=295>
- Paired Reading
- Use of resources from Vocabulary Ninja or Literacy Shed Plus
- Random Reads by SLT
- Reading detectives in English lessons
- Word Aware in Foundation Stage
- Teachers reading to their class
- Books being used in whole school assemblies
- Book talk in English lessons and use of high quality texts as the basis of writing lessons
- Children making reference to what they have learnt in Whole Class Reading in other lessons e.g. science, history
- Children using books from topic boxes in foundation subjects
- Children making good use of their timetabled library slot and enjoying exploring books
- Children wearing their Millionaire Club badges with pride
- Staff actively involved in special book days to encourage a love of reading
- A school community with a strong reading culture, who loves books
- Recommended book of the week in the HT's newsletter
- Children magpie-ing ideas from books to use in their own writing
- Parents volunteering to read in classes and reading to children in other languages

How do children catch up in reading?

- They read more often with adults
- Nessy & Symwriter to support accessibility
- Adapted texts for children with disabilities
- Encouraged to read for pleasure
- Learning broken up into smaller chunks / scaffolded
- Being exposed to high quality discussions about texts
- Teaching and learning of tier 2 words

What opportunities are there for intelligent practice of knowledge and skills?

- Reading opportunities across the Thameside curriculum to make progress in other subjects through reading
- AR quizzes
- Own-work research

Impact on knowledge and skills

Assessment information is used to improve pupil knowledge and skills.

Formative assessment

- AR quizzes
- Whole Class Reading discussions and performance in independent activities
- Ability to use reading to make progress (know more, remember more, do more) across the Thameside curriculum offer

Summative assessment

- Accelerated Reader Star Tests
- Optional SATS in Years 3-5 are used in Term 5 & SATS in Year 6