

Manorfield Infant & Nursery School



Reading/Phonics – Intent, Implementation and Impact

Intent

It is our intent at Manorfield I & N School to create a love for reading and understand that it is not just a subject, but a life of opportunities. We want reading to be the golden thread running through a child's journey at Manorfield Infant and Nursery School. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future, meaning they have every opportunity to achieve academic excellence.

At Manorfield we see reading as a much wider picture across the curriculum. Whether it is finding out geographical facts about the different continents or looking at a timeline of historians, we appreciate how reading is so influential within every subject.

At Manorfield reading is a key priority and is a driver for our curriculum breadth. Story time and the development of a love of learning is a vital part of this process and is a highly valued part of the school day.

Our reading curriculum has been designed to cover all the skills, knowledge and understanding as set out in the EYFS and NC. This is supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Implementation

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage One. At Manorfield Infant and Nursery School we use 'Read Write Inc'. This programme is followed with comprehensive package of CPD and coaching throughout our school by all teachers, and teaching assistants. Through 'Read Write Inc.' children experience success from the very beginning. As soon as children start in our Nursery, we begin the teaching of phonics and start to develop children's love of books by modelling reading, sharing stories and encouraging children to explore a range of books as part of their daily routine. The emphasis in Nursery is on speaking, sound discrimination, oral blending and listening skills. Formal RWI lesson starts in the term before a child starts school. The emphasis during this phase is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Children are shown the different pictures that relate to the sounds in the programme to develop their familiarity with the images. When children enter Reception, they are familiar with the images in preparation for learning the single letter sounds and some special friends.

In Reception, the children are taught as a class for the first 4 weeks before being assessed and regrouped. All children in Reception and Key Stage One have daily phonics sessions in groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. They are grouped by stage and not age. Each lesson includes a review of the previous sounds taught. The teachers draw upon observations and the half termly assessments to ensure children are stretched and challenged and to identify children who may need additional support. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified so that 'children can keep up and not catch up.' For those children who have completed the scheme, the priority is comprehension using 'VIPERS' and using the skills learned to decode and read unfamiliar words.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader who develop comprehension skills. In the Early Years vocabulary is taught daily through the Read Write Inc scheme 'Talk Through Stories' (RWI). Teachers understand the importance of modelling good language for speaking and writing and how to use the new vocabulary in everyday scenarios so that pupils are able to make links. This is continued through KS1 with tier 2 and 3 vocabulary.

Children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

- Vocabulary (and grammar – linguistic knowledge)
- Inference
- Prediction

- Explanation
- Retrieval
- Summarising (verbal) and Sequencing

Each class has a designated reading area/book corner with a variety of fiction and non-fiction books which are organised in clearly labelled baskets. The reading area is inviting and easily accessible by all children. The books are regularly changed for the children. Each class have a set of non-negotiable books (traditional tales, dictionaries, thesaurus, atlases, books related to topic for cross curricular links and poetry). Each classroom has a selection of books which are directly linked to the class topic. This offers opportunities for pupils to apply their reading skills across the curriculum. Children are read to each day by their class teachers or other adults. This book can be a book that the teacher recommends to the class or a recommendation from a child. This happens at milk time or at the end of the day at story time in each class.

All children take a phonically decodable book and a reading for pleasure book to share at home. Reading workshops are held for parents throughout Reception and in Key Stage One to support them with children's learning at home and also to provide them with information regarding the National Curriculum tests and end of year expectations.

The RWI programme prepares the children for the Year 1 phonics screening test and additional nonsense words are included in the teaching of phonics leading up to the test. Children are assessed on the previous years' test and this data and information allows teachers to identify the gaps in knowledge and target these areas within their daily classroom teaching. Children in Y2 who still need the support, have additional phonic teaching in order for them to successfully retake the Phonic Screening Check.

In our diverse and inclusive school, children who are identified as needing to close the gaps in areas of their reading are put on Intervention Programmes in order to close the gaps as quickly as possible. Across the school children are engaged with extra phonic lessons through the Fast Track Tutoring Programme.

Impact

We assess all pupils following Read Write Inc. Phonics using the Entry and Assessment 1, 2 or 3, at least every 6 weeks and the Reading Leader regroups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quickly are grouped accordingly and those who are at risk of falling behind the programme's pace and expectations are given additional support. Pupils at Manorfield will become confident, fluent readers.

Children have the ability to decode and work out unfamiliar words in any new texts they encounter even when they have come to the end of the RWI programme. They will have a richer vocabulary which will enable them to raise the standard and quality of their spoken and written vocabulary. The pupils will also have high aspirations, which will see them through to further study, work and a successful adult life.

Parents will feel knowledgeable and empowered with helping their children.

There will be no significant gap between different groups of pupils (disadvantaged and non-disadvantaged) to ensure no child is left behind.

High Frequency words: Our schools agreed approach to the teaching of common exception words is that children are encouraged to use their knowledge of synthetic phonics as much as possible to work out how to read unknown words aloud. The bits of a word that are 'tricky' and do not directly correspond to known grapheme/phoneme correspondence are identified and discussed as a teaching point. Within this sequence, we have identified where we expect 'tricky' words and decodable high frequency words to be taught. This includes the decodable high frequency word list from Letters and Sounds (which makes up the 100 high frequency word list), alongside the National Curriculum Common Exception Words.