



# Limehurst Primary School Phonics and Early Reading

## INTENT:

At Limehurst we want every child to be successful, fluent readers and confident writers. We believe that this is achievable through a combination of strong, high quality, discrete phonics teaching, structured guided reading sessions and regular, daily opportunities for developing reading and writing skills within all areas of the curriculum. The teaching of phonics is a key strategy that is used to help our children to read, write and spell.

At Limehurst we follow the Supersonic Phonics Friends scheme. Children in Nursery spend time developing the foundations of phonics using the seven aspects of Basics One. We start the formal teaching of phonics within the first two weeks of children starting in Reception. All children in Reception and KS1 have daily discrete phonics sessions following the Supersonic Phonic Friends (SSPF) progression. As a result, our children are able to use their phonics skills to decode any unfamiliar words as they read. Phonics is embedded with regular reading and writing sessions and through linking it with other curriculum subjects throughout the school day. We have a strong focus on developing children's spoken language as speaking and listening are vital for reading and writing in all areas.

At Limehurst reading is viewed as an important life skill. By the time children leave us we expect them to be able to read with fluency and have a deep understanding of what they have read. It is our aim to give all our children the necessary skills to tackle unfamiliar vocabulary. We also want our children to enjoy reading for pleasure.

## IMPLEMENTATION:

### Phonics

In Nursery we provide a balance of child led and adult led experiences so that the children are able to meet the curriculum expectations for *Communication and Language* and *Literacy*. Children have lots of opportunities to share stories and poems, learn a range of nursery rhyme and action rhymes and join in with repeated refrains. From January the children have formal Basic 1 phonics sessions developing children's listening skills, exploring sounds and developing their ability to orally blend/segment so that they are ready to begin Basics 2 in Reception.

In Reception and Year One we teach phonics for 40-50 minutes per day. (Reception build up to this). All phonics lessons follow the set structure set out in SSPF of revisit/teach/practise/apply. Children are mainly taught in classes and phonics is taught predominantly by teachers with teaching assistants supporting. All teachers follow the schemes planning and use the PowerPoints to teach daily lessons. This ensures that lessons are quick paced and focused solely on teaching phonics. Lessons have set phrases, actions, and characters to engage the children and prevent cognitive overload. Only SSPF resources are used in phonics lessons and on displays etc. Each classroom/teaching area has a phonics working wall and children all have sound mats so that they are equipped with the information/resources to be successful. Daily keep up/catch up sessions are undertaken with children at risk of falling behind or are not working at the expected levels.

In Year Two, phonics lessons continue for children who do not pass the Phonics Screening Check and children who are not reading fluently. Children who are working at expected levels begin to work on spelling rules using SSPF spelling rules programme.

Children in Year Three who have not passed the Phonics Screening Check have daily phonics sessions using SSPF to address the gaps in their phonic knowledge.

All teaching staff and support staff have been trained to deliver SSPF lessons by the scheme creator and the Phonics and Early Reading lead provides annual refresher training to staff.

## **Reading**

At Limehurst we use **Rising Stars** reading scheme books. These books are matched to the progression of SSPF. The books that the children read are closely matched to the phase and phonemes that each child is working on. In Reception and KS1 all children read with an adult three times a week either as part of a guided reading group or individually. Children identified as working in the lowest 20% of each class will read daily. In addition to guided reading sessions, children are exposed to lots of high quality texts to develop a love of reading.

Guided reading begins in reception once children can blend confidently and say the sound for Group 1, 2 & 3 graphemes. Children read the same book for each of the three sessions and each of the sessions has a particular focus-

**Session 1**-De-coding

**Session 2**-Prosody

**Session 3**-Comprehension

Before sessions one and two children are exposed to any phonemes and tricky words that are in the text and unknown/unfamiliar vocabulary is explored to develop their comprehension of the text. All sessions follow an agreed structure to ensure consistency and the class teacher leads at least one session with each group. The adult reads the text to the children first modelling prosody and tracking. (sessions 1 and 2) All children are encouraged/expected to follow the text using their *bossy reading finger*. The children then read the text aloud with the adult moving round to listen to them. All adults are trained to deliver these sessions and have the opportunity to watch sessions before delivering them.

The same reading books are sent home with the children so they can read at home with their adult. Before a child takes home their first book adults are invited in for a reading meeting where the Phonics and Early Reading Lead models how to support their child at home.

## **IMPACT:**

### **Assessment**

The ongoing assessment of pupil's phonics progress is frequent and detailed so any child who is falling behind/not keeping up with the programme's pace can quickly be identified. If children do fall behind targeted support is immediately given. Formal assessment takes place on a termly basis for all children and a half termly basis for children who are working below ARE. Teachers assess and then analyse their data to determine children who may be falling behind and children who are not working at expected levels. After analysing the data teachers ensure that children that need it are having the correct interventions and that children are on the correct reading books. Teachers then attend progress reviews with the phonics lead/literacy co-ordinator. At these progress reviews the following points are considered-

% Of children on track/not on track

**For children on track-**

Can they maintain this?

**For children not on track-**

Is the area they are taught in conducive to learning?

What are they already getting extra/above?

Is it working?

Is SENCO involved?

Do they have a specific barrier to learning?

How are parents involved?

**Monitoring/Evidence**

The Phonics and Early Reading Lead is responsible for carrying out regular monitoring activities to ensure consistency in teaching and learning of phonics. These consist of lesson observations, pupil voice, learning walks and book looks. Areas of strength are identified alongside areas for improvement. When areas for improvement are identified these are addressed through individual coaching or whole staff training.