

EYFS and KS1 Reading and Phonics Scheme at West Felton CofE Primary School

As part of the Ofsted Requirements schools are required to provide details and names of any phonics or reading schemes being used in Key Stage 1.

Evidence clearly indicates that there is a positive relationship between reading frequency, reading enjoyment and attainment. Children are more likely to be academically successful the more they read.

Through the Curriculum we will endeavour to promote pupils' independent reading through the development of reading skills such as decoding skills and word recognition.

We will also build on pupils' reading interests to engender a love of reading and books to foster positive attitudes. We endeavour to share high quality texts with the children frequently and aim to support parents to provide more opportunities to share texts at home. Comprehension activities will also be implemented to ensure pupils have a secure understanding of text such as author's intent, use of language, inference and deduction skills. We place huge value on independent reading, guided reading and shared reading. We expect all our children to read at home with an adult at least 4 times a week; we have a reading incentive scheme to encourage our children to participate in this.

Success is celebrated and rewarded in Golden Book assembly every Friday.

Aims

Through the teaching of Reading we aim to:

- Ensure that all children have the chance to follow an enriched curriculum by getting them reading early: learning to read = reading to learn!
- Provide children with rigorous phonics teaching that allows children to confidently read texts they encounter. Provide children with a range of strategies they can draw upon when decoding text.
- Build on the children's language experiences and early reading skills.
- Encourage the transition from inexperienced readers to independent readers who read a variety of texts for different purposes.
- Encourage a high awareness of audience and the ability to adapt their language and style for different purposes/genres and audiences.
- Create a genuine love of reading and an appreciation of its value, so that the children choose to read for pleasure and are able to follow personal interests and use their research skills to extend their knowledge and understand of the world around them.
- Support the development of children's vocabulary by regularly sharing high quality texts with children.
- Provide children with an activity which can help improve mental well-being and relaxation.

- Provide equal opportunities for all children to achieve success when reading.
- Encourage a positive home/school relationship where parents support pupils reading regularly at home and pupils are keen to read.

Reading Scheme Throughout Reception and KS1 (Key Stage 1), pupils are provided with a range of fiction and non-fiction books which are regularly changed to aid progression with their reading. We use books which are closely matched to a child's phonic knowledge to ensure that children are able to confidently read any book they are given and do not encounter any phonemes unknown to them.

As pupils move into KS2 (Key Stage 2), they may continue to access books from carefully aligned reading schemes. Pupils may be free readers but access books in a particular band. Over the course of an academic year, we will plan several 'Reading Units' for the children within our English planning. These are text-based units which focus on high-quality texts and incorporate both reading and writing skills.

Phonics Scheme

At West Felton CofE Primary School, our phonics teaching is based on a bespoke phonics scheme which was commended during our recent Ofsted inspection. Our phonics scheme provides a detailed and systematic programme for teaching phonics. Our phonics scheme sets out a detailed programme for teaching phonic skills, with the aim of pupils becoming fluent readers by age seven. There are six overlapping phases. The table below is a summary of the coverage.

Phonics teaching begins from nursery with Miss. Miller in our Early Years class and continues throughout Oak class with Mrs Edge and her team and into Beech class with Miss Bunn. Children's phonics is supported throughout the whole school, with an emphasis placed on supporting any children who are struggling with their phonics or who do not pass the phonics screening check in Year 1.

Please find a summary of the phases:

Phase Phonic Knowledge and Skills	Coverage
Phase One(Nursery/Reception)	<p>Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.</p> <p>In this phase pupils are taught to:</p> <ul style="list-style-type: none"> - show an awareness of rhyme and alliteration. -Distinguish between sounds in the environment and phonemes. -Explore and experiment with sounds and words. -Discriminate speech sounds in words.

	-Begin to orally blend and segment phonemes.
Phase Two(Reception) up to 6 weeks	<p>Learning 19 letters of the alphabet and one sound for each.</p> <p>-Blending sounds together to read words.</p> <p>- Segmenting words into their separate sounds.</p> <p>-Beginning to read simple captions. - Blending for reading and segmenting for spelling simple cvc words.</p> <p>Letter sets:</p> <p>Set 1 - s, a, t, p</p> <p>Set 2 - i, n, m, d</p> <p>Set 3 - g, o, c, k</p> <p>Set 4 - ck, e, u, r</p> <p>Set 5 - h, b, f, ff, l, ll, ss</p>
Phase Three(Reception) up to 12 weeks	<p>The remaining 7 letters of the alphabet, one sound for each.</p> <p>Set 6 - j, v, w, x Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters.</p> <p>Reading captions, sentences and questions.</p> <p>On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.</p> <p>Digraphs and trigraphs taught: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Consonant digraphs: ch, sh, th, ng.</p>
Phase Four (Reception) 4 to 6 weeks	<p>No new grapheme-phoneme correspondences are taught in this phase.</p> <p>Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump, sleep</p>
Phase Five(Throughout Year 1)	<p>Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.</p> <p>Graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, oe, u-e.</p> <p>Alternative pronunciations for: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou</p>
Phase Six(Throughout Year 2 and beyond)	<p>At this stage children should be able to spell words phonemically although not always correctly. The main aim of this phase is to become more fluent readers and more accurate spellers. Working on spelling,</p>

	including prefixes and suffixes, doubling and dropping letters etc.
--	---

All parents are invited to a phonics workshop as your child begins school. This is also recorded and available on Seesaw for parents to refer to. Children are also provided with resources to share with parents at home, for example phonic flashcards which can be used to support early blending and segmenting activities.