



## KS1 Reading and Phonics Scheme at Weston Lullingfields

*Reading at Weston Lullingfields*

*November 2020*

*'\*\*\*\* read his own book at bedtime, he read it all the way through. We are absolutely blown away by his reading. Thank you for all your support'*

*'Confident reading from \*\*\*\*\* tonight, we are so pleased with the progress she has made'*

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. Reading in school and at home is recorded in a shared reading Diary between home and school.

**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 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.
- 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 Schemes**

Throughout 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 a range of popular and well established schemes including (but not exclusive): Big Cat Collins, Bug Club, Floppy’s Phonics and Oxford Reading tree. Phonics Songbirds, Fireflies, Read with Biff, Chip and Kipper. Books are matched to a child’s Phonic stage with the books that are provided in school and sent home are at the correct level.

As pupils move into KS2 (Key Stage 2), they may continue to access reading schemes such as Oxford Reading. Pupils may be free readers but access books in a particular band.

## **Strategies we use to help our children learn to read:**

<b>Early readers</b>	
1:1 pointing	Children practice pointing using a sentence from a story. Children show and use a pointing finger for each word read.
Picture clues	What is happening in the pictures ~ could this give us a clue about what the unknown word could be?

Predicting	Cover a word – predict what it could be and check. Model predicting a word.
Checking initial/final sounds	Does it look and sound right?
Applying phonics to words	List some more challenging words in the text – decode these together using phonics – predict/discuss the meanings.
Checking meaning Does that make sense?	Practice re-reading to check meaning. Read a sentence – check it makes sense. Give the children two options – which one makes sense? Discuss what is happening on the page.
Re-reading to check	Explain to the children the importance of going back and checking their reading. Model re-reading; practice re-reading.
<b>Developing readers</b>	
Inferring meaning of unknown words	List some more challenging words from the independent or guided reading book. Ask the children to read the words and predict what they mean. Read them the whole sentence so they can check their predictions.
Text layout	Analyse a page of text (e.g. non-fiction) – how is it organised? Why? How do we read it?
Decoding unknown words	Record difficult words from the text in Reading Records. Ask children to decode these words and explain what they did (i.e. syllables, phonics, knowing parts of words...) or predict the meaning of the words.
Checking meaning	Read a sentence from the text which is more challenging; discuss what it means and how they know.
Visualising	Read a section of text – ask children to think about what pictures they see in their head.
Predicting	Read the opening paragraph – summarise what they know so far and predict what might happen next – read the next paragraph to check.
Reading longer sentences (complex sentences)	Record the main clause from a complex sentence together – read it and discuss what it means – explain that authors often add more information to the sentence (subordinate clause) – add the subordinate clause and discuss how the two clauses relate to each other – locate the comma and explain that the clauses are usually split by a comma.
Identifying the main points	Read the opening paragraph of the text to the children and ask them to identify the main points – list these on a board and discuss why other information is not key to the story.
Scanning	Turn to a page of text and model how you scan the text for information – use a highlighter.

Skimming	Model reading a paragraph quickly, looking for specific information (e.g. main characters; clues about setting).
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## **Phonics Scheme**

At Weston Lullingfields CofE Primary School, we follow Letters and Sounds (a phonics resource published by the Department for Education and Skills in 2007) this is a detailed and systematic programme for teaching phonics.

Letters and Sounds incorporate games and resources to support the teaching of synthetic phonics. It aims to build pupils' speaking and listening skills, as well as prepare pupils to learn to read, by developing their phonic knowledge and skills. It 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 based on the Letters and Sounds guidance for Practitioners and Teachers. Letters and Sounds begins with Mrs Phillips in Acorns class with the Nursery pupils and then developing through the age and ability groups as the Children move from early years and into KS1 within Acorns class.

Please find a summary of the phases: Phase Phonic Knowledge and Skills

*However, please note that this is a robust plan that will be adapted to fit the needs of individual pupils. Elements may be repeated until a pupil is ready to move on. Key and High Frequency words appropriate to each phase are taught alongside. Year groups are a suggestion, some pupils may complete the phases before or after the suggested year groupings below which is assessed on their progress made.*

### **Phase One (Nursery/Reception)**

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. In this phase pupils are taught to show an awareness of rhyme and alliteration. Distinguishing between sounds in the environment and phonemes. Exploring and experimenting with sounds and words. Discriminating speech sounds in words. Beginning to orally blend and segment phonemes.

### **Phase Two (Reception) Minimum 5 weeks**

Learning majority of the letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions. Blending for reading and segmenting for spelling simple cvc words.

	<b>Phase 2</b>
Week 1	S,a,t,p
Week 2	l,n,m,d
Week 3	G,o,c,k
Week 4	Ck,e,u,r
Week 5	H,b,f,ff,l,ll,ss
Time is allocated for re-capping sounds that need repeating to become secure.	

### **Phase Three (Reception) Minimum 7 weeks**

The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

	<b>Phase 3</b>
Week 1	J,v,w,x
Week 2	Y,z,zz,qu,ch
Week 3	Sh,th,th,ng
Week 4	Ai,ee,igh,oa
Week 5	Oo,oo,ar,or,
Week 6	Ur,ow,oi,ear
Week 7	Air,ure,er
Additional weeks are allocated to repeat sounds as required	

### **Phase Four(Reception) 4 to 6 weeks**

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent initial and final consonants blends, e.g. swim, clap, jump.

### **Phase Five (Throughout Year 1)**

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.

**Graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e.**

**Alternative pronunciations for: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou**

### **Phase Six (Throughout Year 2 and beyond)**

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

*A book is  
a dream  
that you hold  
in your hand.*



*W. G.*