



## Synopsis of Reading and Phonics

At William Gilpin Primary School, we want to inspire an enthusiasm and passion for reading.

Our aim is to produce children who are highly competent, reflective readers able to access the primary curriculum and beyond and to inspire passionate life-long readers.

We achieve this by:

- **Choosing high quality, engaging texts for use in class.** We want to use books to widen our children's worlds our English Curriculum is planned around a wide range of genre including heritage, poetry, myths and legends, non - fiction, historical and science fiction texts.
- **Response to Reading Activities.** Class teachers explicitly teach and model reading strategies such as prediction, inference or summarising a text.
- **Class readers.** Teachers read aloud to their class every day and these books are pitched slightly higher than the children's current independent reading texts.
- **Individual reading.** Each child chooses a book to take home, either from the well stocked library or from a class collection. All children are heard read regularly by adults in school, those requiring additional support are heard read daily by a designated adult.
- **Book Clubs.** This allows children to read and discuss quality texts in a small group, either in lessons or as an enrichment activity.
- **Robust Assessment.** A range of assessment tasks throughout the year allow staff to monitor progress, adapt teaching and introduce targeted interventions to enable children to make rapid progress.
- **Author visits, theatre trips, book fairs and themed days** enthuse and inspire children to see the wonder of stories outside daily lessons.

### Phonics and Spelling

At the heart of learning to read is decoding therefore high quality phonics and Early Reading provision is crucial to producing successful readers.

At William Gilpin phonics learning is delivered following Letters and Sounds and Jolly Phonics. Daily phonics teaching takes the form of teacher modelling, songs, stories, rhymes and multi sensory learning.

Children are taught the sounds in class and individual reading books are mapped to current learning to give the child the opportunity to practise recognising and decoding new sounds .

We encourage home learning by sending home flashcards to reinforce phonic acquisition.

A phonics screening check takes place in the summer term of Year 1 and any children not meeting expectations are supported by interventions in Year 2. They will then retake the test in the summer term of Year 2. Additional phonics support is provided for any children not on track moving into KS2 and delivery is age appropriate.

Progress in Phonics is split into 6 phases, children learn at different rates and constant revisiting ensures a robust approach to word reading.

#### Phase 1

Listening to and discriminating between sounds, rhythm, rhyme and alliteration

#### Phase 2

Sounds taught : s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Tricky words : the, to, go, no

#### Phase 3

Sounds taught: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are



#### **Phase 4**

Recap all previous sounds.

Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her

Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr

#### **Phase 5**

Learn new phoneme zh

Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e

Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.

Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.

Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh

#### **Phase 6**

Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es

Understand the rules for adding ing, ed, er, est, ful, ly, y

Investigate how adding suffixes and prefixes changes words

Introduce the past tense