



Crowmarsh Gifford C of E Primary School & Pre School

Care, Grow, Persevere, Shine

Crowmarsh Gifford Approach to Phonics and Reading

This guidance outlines the teaching, organisation and management of the Phonics/Reading curriculum taught and learnt at Crowmarsh. The implementation of these guidelines is the responsibility of all teaching staff.

SCHOOL VISION

A community supporting children to care, grow, persevere & shine.



INTRODUCTION

Our overall aim at Crowmarsh School is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which they play a central role. We are committed to an inclusive approach in which every child is valued, supported and challenged to achieve their potential, with learning adapted where appropriate so that all pupils can access, participate in and succeed within the curriculum. We teach children how to become effective learners by helping them to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring and evaluating. They begin by learning how to be effective learners and, as they progress through the year groups, this develops into a strong work ethic that has a far-reaching impact on their secondary education and beyond.

INTENT

Also see: SCHOOL VISION, CGPS Teaching, Learning & Assessment Policy

Subject Intent Statement

At Crowmarsh, our aim is for all pupils to develop a curiosity and enthusiasm for language that will stay with them throughout their lives. English skills are taught to enable children to speak, read and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. English is both a subject in its own right and the medium for teaching across all subjects; for pupils, understanding the language provides access to the whole curriculum. Set within a metacognitive approach, at the core of everything we teach is talk because we understand that fluency in the English language is an essential foundation for success in all subjects.

The intention of the phonics/reading curriculum at Crowmarsh is to ensure the children have the best start possible in reading and writing. Phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read and write. In order to read and understand texts children must learn to recognise and decode the words on the page. Phonic skills are taught systematically through the All Aboard Phonics scheme.



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Good quality phonic teaching secures the skills of word recognition and decoding which, alongside explicit fluency skills teaching throughout the school, ensure that children become confident, fluent readers. At Crowmarsh, we ensure children have access to a wide range of texts and teach progressive comprehension skills so that pupils can understand and think deeply about what they have read.

Subject Aims

Our **phonics curriculum** aims to ensure that all pupils:

- Develop speaking and listening skills
- Develop language skills before learning letter sounds.
- Develop secure knowledge of pure sounds for blending.
- Develop clear links between reading and spelling.
- Develop a knowledge of the high frequency words.
- Develop decoding skills as a main reading strategy (not looking at pictures or identifying initial sound then guessing etc.).

Our **reading curriculum** aims to ensure that all pupils in KS1 and KS2:

- Develop their love of literature through widespread reading for enjoyment.
- Develop the habit of reading widely and often, for both pleasure and information
- Read easily, fluently and with good understanding
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

IMPLEMENTATION

Also see: Appendix 1 Phonics/Reading Essentials

Subject Planning & Teaching

Phonics

At Crowmarsh Gifford Primary and Pre-School phonics is taught following the All Aboard Phonics scheme which is a systematic synthetic programme. Daily phonics teaching in EYFS and Key Stage One focuses on teaching the letters, sounds and the key skills of segmenting and blending which children need to succeed in reading. In Reception and KS1, children take part in a 25 minute phonics session each day and a guided reading session of between 15 to 20 minutes, depending on the age and experience of the children, at least once a week. All Aboard is taught in class groups and, as we recognise that all children learn in different ways and paces, teachers are able to use the scheme's interventions to ensure all children are able to embed the necessary knowledge and make good progress.

In Pre-school, teachers build on the children's knowledge of sound, creating a good structure for future learning or phonics and reading. Children are taught to hear sounds, orally blend and segment



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and identify initial sounds in words. From Reception, children are taught sounds weekly and go on to use sounds they have learnt for daily reading. The sounds and high frequency words being taught in class are sent home weekly, so parents are kept informed about what is being covered. Pupils are given appropriate books to take home based on the graphemes that they have been taught. All reading books encourage the children to practise and use their decoding and other reading skills, which are taught, frequently modelled and practised in class. Each child is provided with a reading record to encourage the recording of their reading and allow communication with adults at home about their child's reading. We recommend that pupils read at home every day and discuss the what they have read with their parents/carers.

Each lesson follows the set plan provided by the scheme and follows a "Revisit, teach, practice, apply" structure. Children will have opportunities to continuously revisit previous learning to ensure it is embedded and ensure they feel confident independently using what they have learnt.

In reading sessions, books are planned and mapped by the scheme alongside the phonics teaching. Children will only be expected to read words that they can decode independently and will be provided with opportunities to check their understanding using easily decodable comprehension questions.

Phonics interventions continue into KS2 for those pupils who need ongoing support to master these skills.

Reading

Children at Crowmarsh participate in daily reading lessons with texts carefully considered for age appropriateness and challenge for all children. Across reading lessons, a combination of whole-class, small group and individual reading will take place. High quality discussions and a carefully considered range of stories, poems and non-fiction are chosen to enable children's comprehension skills to develop enabling them to gain knowledge across the curriculum. Children are expected to identify and discuss new and unfamiliar words learning the meaning and use in context. Time is also given throughout the week for shared reading and reading for pleasure across the school.

Children are taught explicit fluency skills from the end of Year 1 upwards, building on their core phonics skills, in order that they can decode and read a range of more challenge texts competently, whether aloud or in their head. Fluency teaching is built into the reading lessons which take place across the week. Skills for fluency are discussed with the children so that they can identify their own areas for improvement. Parents are also sent information about fluency skills and how to support their child with this at home.

CG Phonics/Reading Resources/Schemes

- All Aboard Phonics
 - Phonics lesson plans
 - Guided reading lesson plans
 - Grapheme charts
 - Picture / sounds cards/mnemonics
 - Letter formation cards
 - Decodable readers (All Aboard Phonics)
 - All Aboard Phonics practice sheets



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- Crowmarsh fluency skills sheet
- Comprehension skills progression (Scholastic Comprehension books)

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

Phonics and Reading Curriculum Link to EYFS Framework (statutory guidance):

Literacy-It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the Phonics and Reading curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

The learning objectives for fluency and/or comprehension in each planned lesson show how children might demonstrate what they have learnt. Ongoing assessment in each class informs planning so that children learn and are challenged as they develop their reading skills, as appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.



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Overall, children's progress in phonics and reading is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programme of study.

At Crowmarsh we use Insight Tracking & All Aboard Phonics to support our assessment of phonics & reading. Additionally, at the end of Year 1, pupils are assessed using the statutory Phonics Screening Check. Across the school, we also use NFER termly reading assessments to support teacher planning and assessment.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the Phonics and Reading Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the Phonics and Reading Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for Phonics and Reading within the Crowmarsh curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of phonics and reading.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



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Appendix 1 Phonics and Reading Essentials

Phonics Essentials			
Year Groups		Pre School, Reception, Year 1 & Year 2 and above (as needed)	
Time Allocation		20min per day	
Resources		All Aboard scheme	
	Resources	In Every Lesson	Where Appropriate
INTENT	All Aboard Phonics scheme	- All Aboard Phonics scheme - Use of a range of well thought out resources, including IT - Focus on handwriting & presentation (where appropriate) - Exposure to and understanding of new and unfamiliar words used in context.	
IMPLEMENTATION	- All Aboard Phonics scheme and associated resources - All Aboard scheme reading books	- All Aboard lesson Powerpoints - Grapheme/pictophone/HFW cards - Modelling of sounding out/blending/spelling/writing sentences (as appropriate) - Modelling thinking like a learner - Discussion about new and unfamiliar words - I do/we do/you do	- All Aboard worksheets/tasks - Active Listening - Thumbs up/down - My turn/your turn - Choral response - Tell your partner/trio - Trio talk - Think time - Whiteboard responses - Sentence stems - Use of dictionary to understand new and unfamiliar words - Spelling journals
IMPACT	- All Aboard Phonics scheme - All Aboard assessment - Teachers' AFL records/note	- Questions to check understanding. - Scanning classrooms - Mini plenaries - Marking/feedback, where appropriate, in accordance with CG policy - Discussions with children. - Adapted planning for the next lesson. - Children's self and peer assessment - Teachers' AFL records/notes	- Peer evaluation - Self-assessment - Flexible groupings. - Children's peer and self-assessments. - Testing - Quizzing



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Reading Essentials			
Year Groups		Reception – Year 6	
Time Allocation		30min per day	
	Resources	In Every Lesson	Where Appropriate
INTENT	- National Curriculum - CGPS Goals - Agreed CGPS Curriculum (Year Group Overviews, Subject Overviews) - Insight - Scholastic Comprehension Skills Book - All Aboard scheme - CGPS Fluency Skills Overview	- Learning appropriate to agreed CGPS subject curriculum, skills progression and goals - Use of a range of well thought out resources, including IT - Exposure to a range of high quality texts across a range of genres - Exposure to and understanding of new and unfamiliar words used in context. - Focus on comprehension skills and/or fluency skills	- Reading journals or English books - Use Point, Evidence, Explain to develop comprehension skills. - All Aboard Phonics scheme (where applicable) - Focus on handwriting & presentation, for clarity of answer
IMPLEMENTATION	- Library - Class books - Group reader sets - Online texts via Test Base - Story Sacks - CGPS Fluency Skills Overview - Scholastic comprehension skills book	Every lesson - Fluency or comprehension skill learning objective - Modelling & scaffolding of the key skill and how to improve - Modelling thinking like a learner/reader - I do/we do/you do Word Reading/fluency skills - Exposure to new and unfamiliar words - Use of dictionary to understand new and unfamiliar words - Opportunities to read aloud to develop reading skills, speed and fluency Comprehension - Skills from the following: retelling; asking and answering literal and inference questions; prediction; clarification and evaluation – feeding NC objectives	- Group reading - Individual reading - Class reading - Use of next steps - Active Listening - Thumbs up/down - Tell your partner/trio - Think time - Whiteboard responses - Sentence stems - P.E.E (KS2) - Written comprehension activities
IMPACT	- Scholastic Comprehension Skills Book - CGPS Fluency Skills Overview - Insight (3 data drops & 3 updates annually) - Teachers' AFL records	- Questions to check understanding. - Scanning classrooms - Mini plenaries - Marking/feedback, where appropriate, in accordance with CG policy - Discussions with children. - Collaborative learning - Adapted planning for the next lesson. - Children's self and peer assessment - Teachers' AFL records	- Peer evaluation - Self-assessment - Flexible groupings. - Children's peer and self-assessments. - Testing - Quizzing - Video recordings - fluency