

Reading and Phonics

Phonics

What do we teach?

At Stokeinteignhead Primary School, Pearson Bug Club is used to teach synthetic phonics as this is closely aligned to the Letters and Sounds (DfE approved) programme that we follow.

A graduated approach is used and children begin phonics as soon as they enter Reception class. Phonics is taught daily through a systematic approach. Children are taught within their class and any additional support required is delivered in small groups.

In Reception, children begin by developing an awareness of sounds through stories, rhymes and games. They quickly move on to learn the links between individual letters and their sounds. There are 44 different sounds to be learnt and again these are taught in a systematic way throughout Early Years and Key Stage 1.

How do we teach phonics?

Within Early Years and KS1 classes, phonics is taught discreetly in a daily session. Children then apply their new skills when reading books from the Phonics Bug scheme which match the letters and sounds that they have previously learnt.

Teachers regularly assess children's progress to check where they are and what they need to learn next.

Reading

We adopt a graduated approach to the teaching of reading, using the following steps:

Phonics based approach

A phonics-based approach is used in Ash Class to introduce children to reading. Children learn to decode books that are closely matched to the letters and sounds they are currently learning.

Children are encouraged to read at home on a daily basis. Children keep the same book to allow them to apply their skills to decode the text. They then keep the same book to allow them the opportunity to practise reading for fluency, using the 'three times for fluency' rule. A reading record book is used as a communication tool between parents and teachers and allows regular updates on reading progress.

Children are also provided with log in details for Bug Club online reading resource. Here children can practise phonics through appealing games and activities. They also have access to a wide range of additional e-books, arranged by difficulty using the coloured book band system that teachers allocate based on a child's current stage of learning.

Book bands

When children move beyond Phase 5 phonics and a predominantly phonics approach to reading, then children are taught a broader range of reading skills to develop their understanding of the texts they read. Books are grouped by the Bug Club coloured book band system and pupils are directed towards the appropriate band for their reading level.

When they are confident within a level, the children are assessed using a particular title from the colour band they are reading before moving on to the next colour level. The children received a reading certificate at the end of each colour band.

Children continue to log their home and school reading in their Reading Record book. Regular reading continues to be encouraged.

Lime Plus Bridging Band

By the time that the children are able to read books within the Lime Plus colour band, they will soon be ready to move into the next phase of reading. Books in the Lime Plus colour band act as a bridging band to develop the children's independent reading skills, confidence and fluency.

When children are able to read fluently and independently they are assessed using the Star Reading system for Accelerated Reader. The assessment provides a standardised score and a reading age for the child. If they achieve the required standard then they are eligible to begin using Accelerated Reader. Teachers monitor children's reading scores to ensure the system is right for them.

Accelerated Reader

The Accelerated Reader approach moves away from the traditional reading scheme to include books by a range of popular, modern and classic authors and poets. There are also non-fiction texts, graphic novels and play scripts to name a few additional text types.

The system determines the level of readability for this vast range of texts. After assessment, children are allocated a numerical range from which they can choose books. This is closely monitored by teachers.

Independent reading and level of understanding is confirmed through an online retrieval quiz taken on the completion of a book. Children are expected to achieve a minimum of 85% success rate over the term.

Children are rewarded for achieving an average of 85% or above for the books they've read and with an engaged time of 25 minutes per day.

We try to provide books that broaden horizons and help learners connect with the world around them with a focus on positive moral values, developing empathy and showing diversity.

Reading for pleasure

At Stokeinteignhead Primary School we feel really passionately that the children develop a lifelong love of reading and books and that they choose to read for pleasure. We encourage the children to read a wide range of genres and authors, including non-fiction books, newspapers and novels.

We have a half-termly book club to encourage children to read new and exciting books, as well as regular reading challenges with rewards. Book displays around the school inspire the children to choose books and authors that they may not have considered before.

We have also worked hard to develop our reading spaces around the school; each class has an appealing reading area for the children to enjoy, as well as the development of our library spaces to inspire the children's interest and enthusiasm for reading and books.

Our virtual bookshelf on our school website pages is also a useful tool to signpost children to a wide range of video and audio versions of popular titles and authors.