



Biscovey Primary Academy – Infants

Teaching and Learning Principles

Subject: Reading

'Roots to grow, wings to fly'

School Vision:

At Biscovey Primary Academy – Infants and Nursery, we aim for every child to flourish in a nurturing environment, demonstrate respect and kindness, whilst building resilience and ambition for the future.

Our curriculum ensures that we deliver a range of topics across the age phases which develops sequential learning where pupils know more and can do more, ensuring that they are ready for their next stage in education.

Our nurturing ethos endeavours to support all children and their families. Through this approach we are able to work together to ensure that we meet the needs of all learners in our school.

We pride ourselves on delivering an ambitious curriculum, focusing beyond the academic curriculum, developing a child's individual character. Our core values; 'nurture', 'respect' and 'ambition' run through all areas of school life and learning which allows the whole child to develop into a confident and caring young individual. The Biscovey child shows respect, and through ambition, self-belief and courage approaches learning with an inquisitive mind.

'Roots to grow, wings to fly'

Subject Intent:

At Biscovey Primary Academy – Infants and Nursery, we value reading as a key life skill and are dedicated to enabling our children to become lifelong readers. We recognise that mastery in phonics is fundamental to children being able to access a broad range of fiction and non-fiction texts, across the curriculum. We aim to achieve this by teaching Read, Write Inc phonics systematically with a relentless drive to address the needs of all learners.

Our aim is that children follow an engaging curriculum, where key texts are at the heart of all our learning. Following the aims and objectives of the National Curriculum and Development Matters in EYFS the school endeavours to create a life – long love of reading. Our curriculum is structured through high-quality texts. These text types are carefully selected, across all year groups, from our Nursery to Year 2, so that children are systematically exposed to a variety of genres. This is particularly important in closing the vocabulary gap. Furthermore, through this, timely opportunities are seized to develop reading comprehension strategies and vocabulary extension.

We want children to develop an on-going love of reading. Through our sustained approach, children become inquisitive about language and its structure and actively read for meaning. They also develop widening knowledge and use this to make connections between subjects and

aspects of learning. As a result of this, children become happy, confident readers who develop an enquiring mind. A high emphasis is on language and vocabulary development so that pupils know more and remember more.

It is our intention to accelerate the progress of all our pupils by ensuring children's phonological accuracy is relentlessly addressed. It is our professional ambition that all children will leave school as fluent, confident readers with a desire to read and enjoy a range of texts.

To ensure reading quality across the school we:

- Ensure children are reading books daily in Read, Write Inc sessions which is matched to their phonetical ability.
- Have weekly sessions in our school library, where they share stories and choose books to take home and enjoy.
- Each classroom has developed its own unique book corner where children can enjoy reading and exploring a range of high quality texts.
- 1-1 tutoring is embedded throughout the school to catch pupils up.

Implementation:

In the Nursery there is a sharp focus on ensuring that children acquire a wide range of vocabulary and communicate effectively which will enable them to secure a knowledge of phonics, which will give them the foundations for future learning. Children in our Nursery are engaged in stories, rhymes and poems. They are read to frequently and we provide the children with opportunities to learn, use and embed new words in a range of contexts. We begin to teach our Nursery children who are going to school, the Read Write Inc Nursery programme in the Summer term.

Read Write Inc

We are proud to use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and writing activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

First children learn the 44 common sounds in the English language and how to sound-blend words for reading, at the same time they develop skills of handwriting and spelling. They progress to read and comprehend lively storybooks containing words that they can decode so they achieve early success in reading. Children in Foundation stage will start to take home 'Spot books' for daily reading at home.

A key element of the Read Write Inc. approach is that practice across the school is completely consistent. This is achieved because every member of staff is highly trained, coached and supported to be an expert in the teaching of reading. Children are grouped by ability allowing lessons to specifically address individual learning needs. At Biscovey Primary Academy – Infants and Nursery, we are very proud of the rapid progress that our pupils are now making in reading and writing.

We use the highly successful Read Write Inc. Phonics programme to teach our children to read, write and spell. Our children do well in the phonics screening check and by Year 2, the majority are fluent readers with the best chance of success in the KS1 tests.

Towards the end of Key Stage 1, as the children complete the RWI scheme, we move to a skills-based approach to reading using both RWI comprehension and later VIPERS lessons. These

lessons prepare the children for the next stage of their education as they move to KS2 as it allows them to explore the following elements of reading:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieve
- Sequence/Summarise).

In our school, we use a text-based approach that enables us to create opportunities for reading, discussion and writing within curricular lessons. In early KS1, there is a greater emphasis on phonics; this is then applied throughout the rest of the school to consolidate what has been learnt. Within daily phonic sessions, children have the opportunity to revisit previous learning, practise and apply new skills in structured but engaging ways.

Impact:

Ongoing formative assessment takes place within each phonics lesson. Regular RWI assessments by the Reading Leader at the end of each half term are used to identify gaps in knowledge and will inform future planning. Pupil progress will also identify precise actions and objectives for targeted focus children, including the lowest 20% who are not likely to meet end of year expectations and/or not making expected progress. These outcomes are fed forward into 1:1 RWI tutoring interventions and subsequent planning to ensure gaps in phonological knowledge are closed and progress is not limited.

Children's progress is continually reviewed to allow for movement between ability groups, and children move phonics groups when it is felt necessary to meet their needs. Children are regularly moved onto the next Book Band when their fluency and understanding show that they are ready. Children move through the Book Bands until they reach the required standard to become a Free-Reader, choosing a book to read from our well-stocked school or class libraries.

The national Phonics Screening Check is performed in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 with additional support.

Pupil progress will also identify precise actions and objectives for targeted focus children, including the lowest 20% who are not likely to meet the required standard of the Phonics Screening Check.

We recognise that quality first teaching in phonics is the essential first step in improving outcomes for all children. With this in mind, we ensure that teachers and teaching assistants are kept up to date on the latest initiatives and news. This is through continuous professional development by outside providers and within school.

Our 1-1 tutoring programmes is embedded across the school. Staff have regular CPD from the reading leader. Progress is rigorously monitored every 6 weeks, and the focus is shared with individual staff for individual children.

Skills Progression:

Nursery

Nursery will spend the Autumn term following WellComm. WellComm helps us to identify children who are experiencing barriers to speech and language development so that we can support them early in their learning. In the Summer term they will begin to be taught the Nursery RWI programme.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

Talking

The children:

- work in pairs so that they:
- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

Learning to read:

Fred Talk



We use **pure sounds**. So that our children will be able to blend the sounds into words more easily. We use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The children are taught the sounds in 3 sets.

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

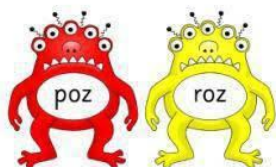


Set 2 and 3:

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

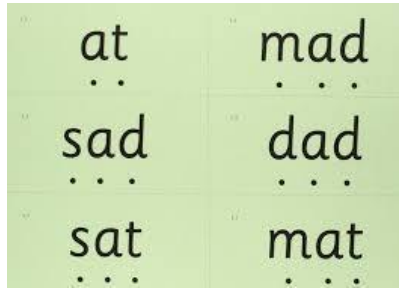
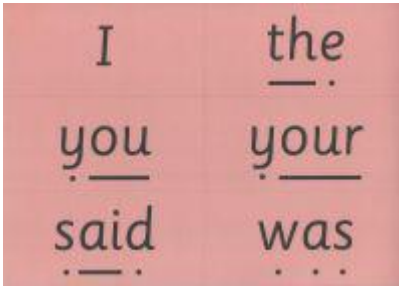
Nonsense words (Alien words)



As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'.

Reading for fluency

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.



Teaching and Learning Expectations:

Five key principles underpin the teaching in all *Read Write Inc.* sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning

Passion – be passionate about teaching so children can be engaged emotionally.