



St Joseph the Worker
RC Primary School.

Our approach to teaching early reading and phonics

Rich based English Curriculum

Quality age appropriate texts to be the basis for a journey to writing or a text based activity.

Recognition of features of different text types.

Speaking, listening and attention skills to be developed.

Widening breadth of vocabulary

Whole school reciprocal reading

Teacher led dialogue of text - teaching the skill of early reading comprehension.

Keys skills

Blank level question 1-4

Widening breadth of vocabulary

Daily story sessions with teacher led questioning.

Blank level questioning

Neli programme for Reception children identified as needing support.

WELLCOMM- activity bases programme for language, communication and interaction.

VIPERS to aid recall of the 6 reading domains, Vocabulary, inference, prediction, explaining, retrieval and sequence or summarise.

Rich, skill and knowledge based wider curriculum.

Texts used in other subject areas to be used for development of reciprocal reading and Blank level questioning skills.



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Systematic synthetic
approach to phonics.

Pupils learn to read effectively and quickly using Read Write Inc. Phonics programme.

Decode letter- sound correspondences quickly and effortlessly, using their phonic knowledge and skills

Read common exception words on sight

Understand what they read

Read aloud with fluency and expression.

Children are assessed every 6 weeks.

Nursery

Reading stories and rhymes to develop language.

Planning talk throughout the day through play.

Teaching grammar and vocabulary through building sentences orally.

Teaching the picture names for the RWI sounds.

Oral blending.

Summer term begin to learn letter sounds.

Reception

Children have a phonic session each day.

Children start to learn the Set 1 sounds.

Oral blending

Learn to blend starting at word time 1.

Children work in small groups depending on their assessment.

Teachers use the What to teach when document to move the children on in between 6 week assessments.

KS1

Children work in small groups depending on where they are in their assessment following on from Reception/Year 1.

Children have a phonic session each day.

Children are assessed every 6 weeks.

Teachers use the what to teach when document to move children on in between 6 week assessments.



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Year 2

Once the children have completed RWI at grey the children begin to develop a deeper understanding of what they read by using complete texts.

Learn grammar in context allowing pupils to use it with understanding.

Learn to articulate their thoughts and ideas clearly to one another to be able to reason and justify their answers.

Using VIPERS the children are encouraged to read, write, think and use spoken language in all activities to become independent and critical thinkers.



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Speed sounds lesson

Each phonics sessions starts with a speed sound lesson.

Reception, Year 1 and Year 2

Each speed sound session follows the same sequence.

New sound - Say the sound, read the sound, review the sound. (see blueprint lesson plan.)

Word time - Read words with the new sound in, review words from previous sessions to encourage fluency.

Read nonsense words

Spell with Fred fingers - Spell words with the new sound - spell review with previously taught words.

Final challenge to check children can read the sound in a pack of words.

This then leads on to the Story book session.



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Reading practice sessions.

Reception, Year 1 and Year 2

Each story book session follows the same sequence.

Day 1

Story green words

Speedy green words

Red word cards

Story introduction

Discuss vocabulary

Read the story with a partner.

Day 1

Story green words

Speedy green words

Red word cards

Story introduction

Discuss vocabulary

Read the story with a partner.

Day 3 to 5

Story green words

Speedy green words

Red word cards

Discuss vocabulary

Read the story with a partner.

Hold a sentence from the story.



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Reading at home.

In nursery the children take home a book to share with their parents.

Reception, Year 1 and Year 2

Children take home a decodable reading practice book after it has been practiced in school.

A reading for pleasure book for parents to share with their children.

A book bag book which is again at the appropriate level for the children's phonic knowledge.

Book bag books are changed three times per week on a Monday, Wednesday and a Friday.

RWI story books are changed weekly.



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Additional reading support for lower attaining children learning to read.

Children in each year group who have been identified through regular assessments to need extra support have a 1:1 session daily with a reading teacher.

These sessions include daily sound practise, word time and book reading. The sessions last from 10 to 15 minutes and are on top of the daily phonics session.

Children in KS2 have daily 1:1 session which include sound practise, word time and book reading.

At the end of each week the children take home the book they have been practising with home. Children also take home a book bag book according to their assessed level.



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Additional reading support for lower attaining children learning to read.

We have also identified a small group of KS2 children who need a multi-sensory approach to teaching phonics.

These children have had RWI exclusively but have not made sufficient progress therefore another approach is taken.

Reading Recovery. Reading Recovery is a 12-20-week evidence based intervention for struggling readers. It is led by a trained Reading Recovery teacher. Each session is a one to one lesson which is tailored to meet the individual needs of the child.

Five-minute box. The Five Minute Box is the multi-sensory phonics programme which enables the early identification of potential specific learning difficulties. The Box provides secure basic skills for reading, spelling and writing thus maintaining self-esteem and a more positive attitude.





















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Reading Progression - Our reading teachers use this to move the children so that they do not have to wait for the 6-week assessment. They speak to a reading lead for advice before moving to the next stage.

WHAT TO TEACH WHEN

Group	In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A 	Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B 	Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 25+ sounds Blend sounds into words orally
Set 1 Sounds Group C  	Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk Spell using Fred Fingers
Ditties PCM 	Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books 	Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green 	Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple 	Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily

Pink  	Read Set 2 Sounds and matching Phonics Green Words Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily
Orange  	Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow  	Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue  	Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey  	Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension



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Parent sheet to support parents with RWI books to go home. Please follow the guidance for each day. The children will bring another book home to enjoy reading with you. As well as a story book from our reading shed.

Day 1 (10 -15 minutes)	<ol style="list-style-type: none">1. Check the sounds on the back of the book.2. Make a prediction based on the front cover and the title and ask your child to summarise what the book they did in RWI was about.3. Story green words. (inside cover)4. Red words. (inside cover)
Day 2 (10 -15 minutes)	<ol style="list-style-type: none">1. Recap story green words2. Recap red words3. First read (accuracy)4. Discuss the pictures on each page, looking at feelings, actions, clues to the plot etc.
Day 3 (10 -15 minutes)	<ol style="list-style-type: none">1. Second read (fluency)2. Adult model reading to your child using a story telling voice and expression.
Day 4 (10 -15 minutes)	<ol style="list-style-type: none">1. Third read (fluency and understanding)2. Retell the story, taking turns with an adult
Day 5 (10 -15 minutes)	<ol style="list-style-type: none">1. Fourth read (understanding)2. Questions to chat about (these are at the back of the book) (ask your child to find the answer and point on the page where it is or explain how they know)
Book changed in school.	<p>All reading books are changed on a Monday, Wednesday and a Friday. Children must bring in their folder each day as they could read with a member of Staff on any day during the week. RWI books are given out once per week and your child will keep that for the week. Please follow the guidelines above when reading the book with your child.</p> <p>Please sign your child's diary every time you read with your them.</p> <p>Thank you for your support Mrs Jessop</p>

Parent reading support sheet sent home with books.