

Phonics & Reading

November 2023



Aim

Reading curriculum

- ❖ intent
- ❖ implementation of reading curriculum- from EYFS to Year 6
- ❖ importance of phonics and reading for pleasure as essential driving agents

Our Vision

Our Butlers Court family nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging everyone to flourish. Through a wide range of experiences and opportunities, every child has the chance to shine, developing a love of learning and prepared for the ever-changing world and a future of possibilities.

Intent

Reading is the **keystone** of our vision.

Reading:

drives our vision, linking together our entire curriculum, encompassing all of our teaching and learning.

equips every child with the skills necessary for success at every stage of their development from their individual starting points and as they move on to secondary school and beyond.

Our reading curriculum is ambitious

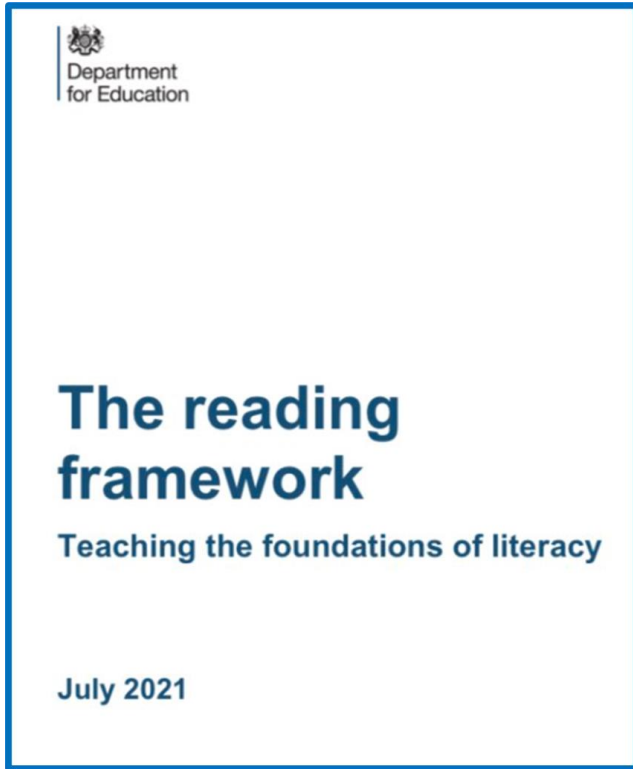
We want reading to work for every child.

We want every child to become confident, fluent readers, able to read effectively and productively.

We want to cultivate in our children a healthy habit of reading,

We want to ensure that they to develop they acquire a love of reading that will last a lifetime.

We want to inspire and engage readers through our language rich reading curriculum



Reading is interwoven

Spoken Language



Writing

Vocabulary

Reading

The Reading Framework-10 key headlines

1. The Importance of talk and language.

2. The real power of story times.

3. The careful thought behind book choices.

4. The teaching of a systematic synthetic phonics programme and its fidelity across the school.

5. The blending of phonics with spelling and handwriting.

6. The access to both decodable and higher-level texts.

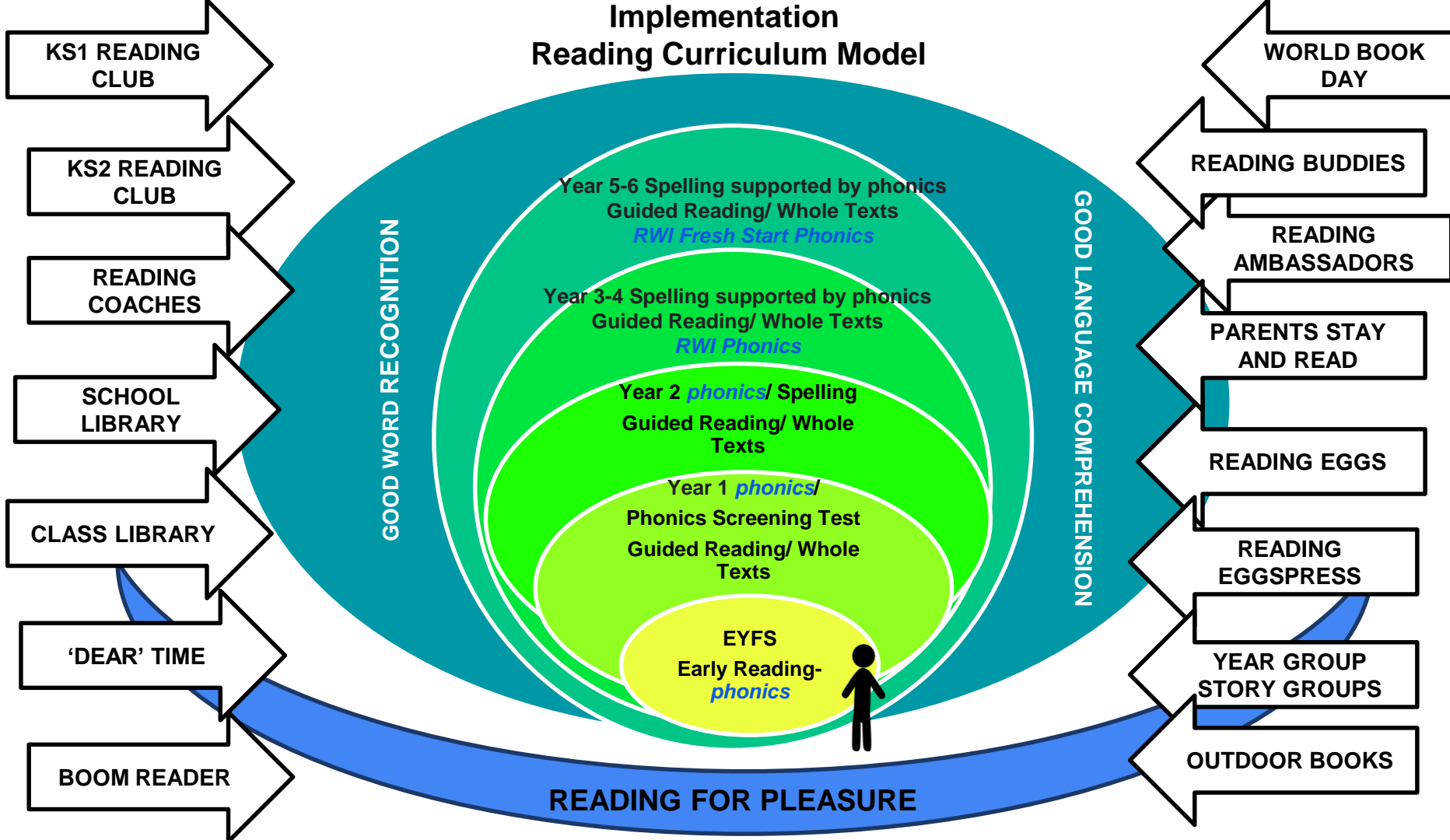
7. The planning of opportunities for catch up and success.

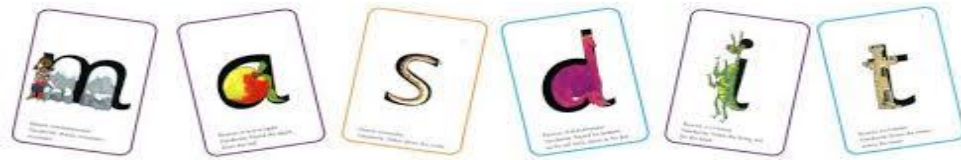
8. The commitment to reading from the very start of school.

9. The engage in good professional development.

10. The whole school approach

Implementation Reading Curriculum Model





Phonics

Phonics is the teaching of the 44 sounds that the 26 letters of the alphabet make.

cat
ship
light
phone

In Reception we introduce the '*Read, Write, Inc.*' phonics scheme, produced by Ruth Miskin and Oxford University Press, which we have now embedded throughout the whole school.

Through this we are able to deliver a multi-sensory phonics, reading and writing programme of learning.

The key teaching principles of the scheme are:
pace, purpose, praise and passion



What is Read, Write, Inc Phonics?

Read Write Inc.
Phonics































What is *Read Write Inc.*
Phonics?

A cartoon illustration of a man and a young boy sitting on a red sofa. The man is wearing a yellow and white striped shirt and blue pants, and the boy is wearing a blue shirt and green pants. They are both looking at a book held by the boy. The background is yellow with a pattern of small white dots.

Progression in phonics

Read Write Inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1







m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng  nk

© Oxford University Press, 2016.

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and swirl!

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge bruise	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

By learning the sounds in this order the children can read simple words and enjoy first reading books.

What is a typical daily EYFS phonics lesson?

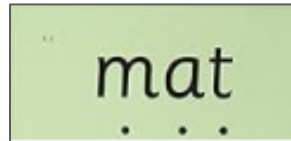
When we teach a sound there are 4 parts to the lesson:

1. The children learn to **hear and say** the sound, by repeating what is said by the teacher. We use the phrase “My turn, your Turn” to achieve this.
1. We display the sound card to the children, enabling them to learn to **read** the sound.
1. By using the picture card and the rhyme as a tool we teach the children how to **write** the sound.

m- "Maisie, mountain mountain"

1. We then practise saying the sound in simple words (**Fred Talk**) and then blending them together (**magnetic boards and green words**) to form the word.

e.g. m-a-t mat



KS1

EYFS (15-30 minutes)	Year 1 (3x 1 hour lessons)	Year 2 (4 x 45 mins)
<p>Autumn 1</p> <ul style="list-style-type: none">● Whole class phonics● Learning Set 1 Sounds● Writing lesson (of sound taught)● Magnetic boards to build words <p>Autumn 2</p> <ul style="list-style-type: none">● Grouped phonics-children that can 'read' green words by sight or those who still use magnetic sounds to build● Continuing to learn a daily sound● Writing a sound/word <p>Development</p> <ul style="list-style-type: none">● Reading ditties● Reading simple texts	<p>Autumn 1</p> <ul style="list-style-type: none">● Assessment to group children according to the sounds known● Children are group according to level-4 groups <p>Development</p> <ul style="list-style-type: none">● Continue to teach Set 2/Set 3 sounds using the same approach● Some pupils will continue to use magnetic boards if needed● Lesson now has speed sound, writing and a reading part.● All books are decodable by children in that group to ensure success <p>3 reads of each text: Accuracy, Fluency, Expression</p> <p>Summer Term</p> <ul style="list-style-type: none">● Phonics Screening Check	<p>Autumn 1</p> <ul style="list-style-type: none">● Assessment to group children according to sounds known● Most children continue to follow the RWI phonics path <p>Development</p> <ul style="list-style-type: none">● Children continue to consolidate their understanding of sounds building on the same approach as used in Yr1.● Focus on reading with intonation and expression and developing fluency. <p>Completed Grey Level</p> <ul style="list-style-type: none">● Reading a wider range of texts to develop: <p>Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising</p>

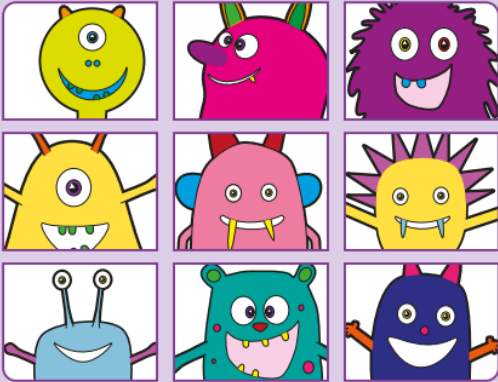
Year 1 Phonics Screening Check

2023 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



The phonics screening check is a statutory assessment for all children in Year 1, introduced in 2012.

The Phonics Screening Check is designed to show how well your child can use the phonics skills they have learned up to the end of Year One.

It can also be used within school to identify pupils who may need extra phonics help as they move into Year 2.

The Phonics Screening Check is comprised of 40 words that a child will read 1:1 with their teacher, in a quiet part of the school.

All pupils in our current Year One at Butlers Court School will take the screening check.

This academic year schools will administer the Phonics Screening Check during the week beginning **Monday 10th June 2024**.

Section 1

chip

hill

jars

shack

Section 2

elbow

tailor

sequins

whirling

Section 1

heng



shob



farn



chesh



Section 2

slimp



craint



splet



strave



What does the phonics screen look like?

- 20 real words
- 20 made-up (pseudo) words
- becomes progressively more difficult
- uses words that contain Set1, 2 and 3 sounds.

Development of Reading and Phonics across KS2

<p style="text-align: center;">Lower KS2 Years 3 and 4</p>	<p style="text-align: center;">Upper KS2 Years 5 and 6</p>
<p>English lessons</p> <p style="text-align: center;">Teach through a text approach</p> <p>Thematic links- links made through themes presented Discovery point- engagement hook are created to immerse Embedded comprehension- explicit links to prediction and inference Embedded grammar- explicit links made Spelling and vocabulary- opportunities for vocabulary acquisition Purpose and audience-writing opportunities build in.</p>	
<p>Poetry- Termly focused poet</p>	
<p>Spellings- Rising stars. Builds vocabulary through spelling rules and statutory words focus</p> <p style="text-align: center;">Reference to speed set sounds</p>	
<p>Phonics RWI</p>	<p>Phonics Freshstart phonics</p>

Comprehension- Content Domains

KS1 Reading Content domain reference		KS2 Reading Content domain reference	
1a	draw on knowledge of vocabulary to understand texts	2a	give / explain the meaning of words in context
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	2b	retrieve and record information / identify key details from fiction and non-fiction
1c	identify and explain the sequence of events in texts	2c	summarise main ideas from more than one paragraph
1d	make inferences from the text	2d	make inferences from the text / explain and justify inferences with evidence from the text
1e	predict what might happen on the basis of what has been read so far	2e	predict what might happen from details stated and implied
		2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
		2g	identify / explain how meaning is enhanced through choice of words and phrases
		2h	make comparisons within the text

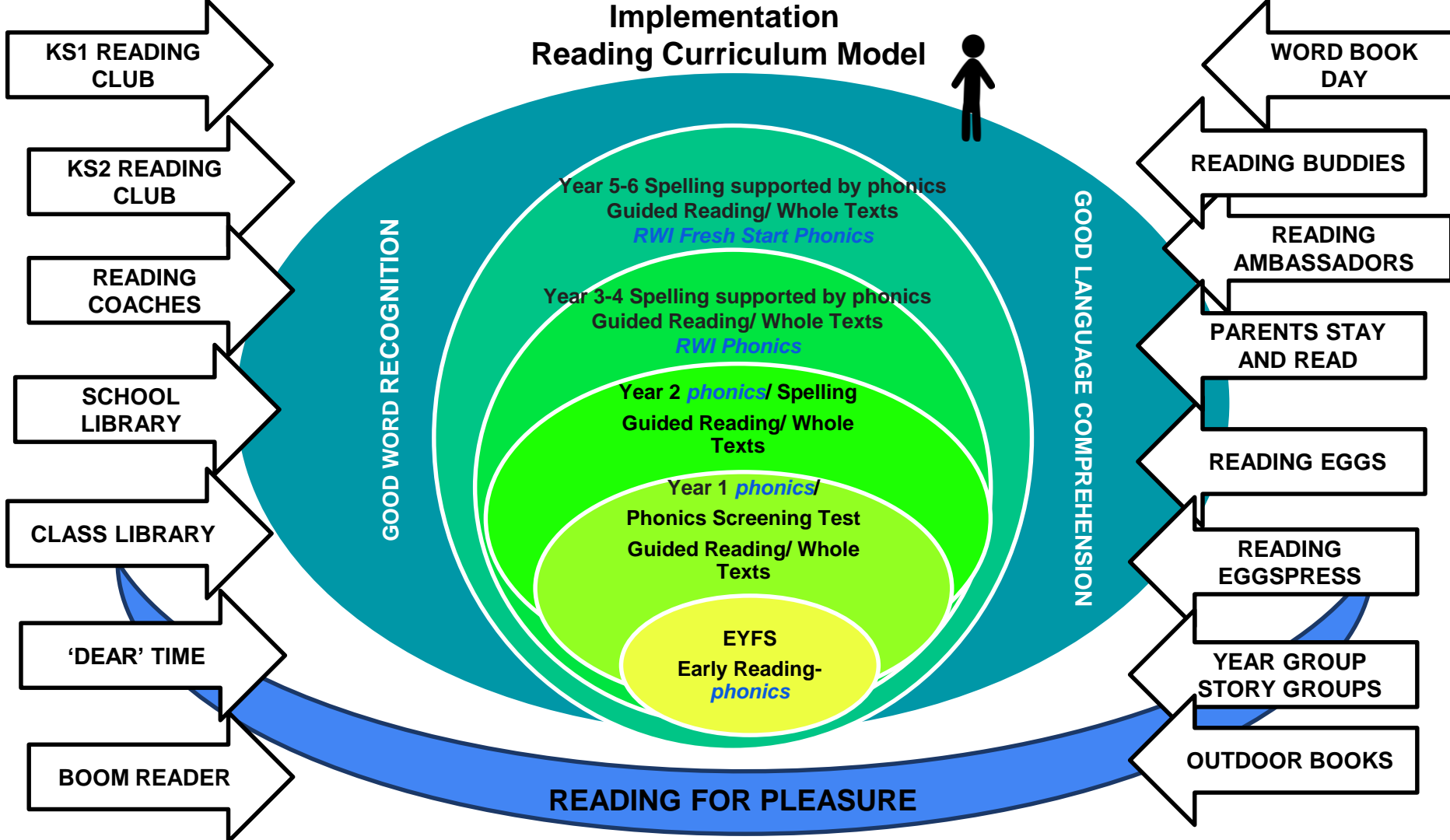
Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Supporting and monitoring reading



Implementation Reading Curriculum Model



What you can do to help?

1. Encourage your child to read
2. Read aloud regularly
3. Encourage reading choice
4. Read together
5. Create a comfortable environment
6. Make use of your local library
7. Talk about books
8. Bring reading to life
9. Make reading active
10. Engage your child in reading in a way that suits them



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words

