

## TEACHING STRATEGIES FOR ENGLISH & PHONICS

### INTENT

*At TRAT, our curriculum intent is: "To provide pupils with exciting, challenging and engaging learning opportunities that give a lifelong passion for learning and provide them with the skills and knowledge to pursue their interests and passions."*

### PHONICS

Phonics is a way of teaching children to read quickly and skilfully. Children are taught how to: recognise the sounds that each individual letter makes; identify the sounds that different combinations of letters make; such as 'sh' or 'oo'; and blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Phonics is set within a rich language curriculum that develops speaking and listening, reading and writing skills.

The Phonics scheme we use in our trust to teach phonics is:

- Read, Write, Inc

Through the Read, Write Inc. Programme (RWI), children learn the alphabetic code: the 150+ graphemes that represent the 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them, in three sets of 'Speed Sounds' lessons. The mnemonics of RWI and the Jolly Phonics songs help all children to grasp the letter-sound correspondences. This knowledge is taught and consolidated daily. High frequency words that are not phonically regular are taught as 'tricky' or 'red' words and are practised frequently. Reading books are matched to children's increasing knowledge of phonics and 'red' words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding. A shared introduction, prompts for thinking and discussion help children comprehend what they are reading so that phonics and comprehension work in unison.

### LEARNING TO DECODE

The model for the introduction of sounds and learning to decode is outlined below:

#### Pre-school

The focus here is developing children's listening skills. The children are taught about; environmental sounds, instrumental sounds, body percussion such as clapping and stamping, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting (e.g. hearing that d-o-g makes 'dog'). Typical activities for teaching phonics include listening walks, playing and identifying instruments, action songs, learning rhymes and playing games. These sessions are intended to develop children's listening, vocabulary and speaking skills. Once children are secure with these, initial sounds are taught using the Read Write Inc. strategy and Jolly Phonics songs.

### **Speed sounds-Set 1**

With set 1, the children begin to learn the sounds that letters make (phonemes). The initial sounds are taught in the order of: m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk. Once the first six sounds are taught, the children are taught to 'Fred Talk' by blending sounds together. This is called 'Word Time'. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word. Children are exposed to more 'pseudo' words which will test their decoding and blending skills. By the end of set 1, children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words and be able to sound them out or 'Fred talk' them.

### **Speed sounds-Set 2**

Set 2 introduces children to the remaining phonemes, these are introduced as 'special friends' as they are two letters that make 1 sound. There are 12 sounds in this set. The children should be able to say the sound made by most, or all, set 1 and 2 graphemes, 'Fred talk' and read real CVC words along with 'pseudo' words made from these graphemes and write letters correctly when given an example to copy. Once children are consistently reading words containing these sounds, they begin to apply these skills by reading Read Write Inc. books, which are matched to the sounds they have learned. Alongside this, children are taught to recognise non-decodable 'red' words that they experience through the RWI books. These words are printed in red so the children know they are non-decodable. By now, children should be confident with each phoneme. From here on, phonics teaching is about consolidating and refining their knowledge, introducing more spelling patterns and tricky words through the matched reading books. In Set 2 phonics, children will, practise reading and spelling CVCC words with adjacent consonants, practise reading and spelling high frequency words, practise reading and writing sentences and learn more 'red' words. Children should now be blending confidently to work out new words.

### **Speed sounds-Set 3**

In set 3, children learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'. Children should become quicker at blending during this phase. They will also learn about 'chatty friends' or split diagraphs such as the a-e in 'name'. They'll start to choose the right graphemes when spelling, and will learn more 'red' words, including 'people,' 'water' and 'friend'. The children learn that there is not always an obvious connection between the way a word is said and the way it's spelt. Children will learn look at the spelling of words with suffixes, contractions, homophones and polysyllabic words.

### **READING BOOKS**

Once children progress from the 'Word Time' activities, there is a focus on applying their decoding skills in their reading through the introduction of phonically matched reading books. Children read the story three times. The first read has a focus on accurate word reading; the second, on developing fluency; and the third, on comprehension.

As with reading, children's transcription and composition skills are practised through a series of short tasks. Through these follow-up tasks, children learn to:

- ❖ Spell common words with common graphemes and suffixes;
- ❖ Spell common words with unusual graphemes;
- ❖ Write prepared sentences with correct spelling and punctuation;
- ❖ Build and rehearse their own sentences;
- ❖ Apply new grammar concepts
- ❖ Use new vocabulary in their writing;
- ❖ Edit their own and their partner's writing.

### **NON-NEGOTIABLES**

- RWI lessons must follow a clear structure of revisit/review and teach sounds through 'Speed Sounds' sessions; practise and apply these skills through reading and writing tasks
- Paper copies of the books read in RWI sessions are sent home to celebrate the success of reader along with another phonically matched reading book as a challenge.
- The Reading Leader assesses all children half termly to group them homogeneously and assign adults to teach each group
- Phonics must be tracked, assessed (assessment for learning) and analysed by all adults delivering lessons
- If children do fall behind or do not achieve the outcome from their 'speed sounds' session, they are given intervention (specific 1:1 support with phonics) to help them catch up daily. These sessions predominantly last 10 mins.
- The vast majority of children will have completed the RWI programme by the end of Spring term of Year 2 and will have additional Guided Reading and SPaG sessions.

### **ASSESSMENT**

The following assessments to be used in YR, Y1 and Y2:

- RWI assessment used by Reading Leader to assess individuals each half term and group children homogeneously
- Mock Phonic Screening assessment to be used in; Oct, Feb and May by teachers and recorded in the Phonics tracker- attached for reference (Appendix 2)
- Official Phonics Screening Check takes place in June

The assessments must be analysed by teachers to identify next steps in teaching.

**PROGRESS.** Whilst it is the intention of the school to ensure children ‘keep up and not catch up’, rates of progress between individual children vary due to a number of factors. The table below outlines typical rates of progress after a 2 year implementation strategy. This information is shared internally:

Expected Progress	Reading Stage and focus sounds	Expected Levels
<b>Reception</b>		
<b>End of Autumn Term</b>		
Focus group (below ARE)	Set 1 sounds & Word Time 1 2 3	Emerging or below expected levels
Steady (ARE)	Set 1 sounds & Word Time 1 2 3 4 5	Expected levels
Speedy (Above ARE)	Set 1 Word Time 6 7, ditties/red/green books	Exceeding or above expected levels
<b>End of Spring Term</b>		
Focus group (below ARE)	Set 1 sounds & Word Time 1 2 3 4 5	Emerging or below expected levels
Steady (ARE)	Set 1 Word Time 6 7, ditties/red books	Expected levels
Speedy (Above ARE)	Set 2, green/purple books	Exceeding or above expected levels
<b>End of Summer Term</b>		
Focus group (below ARE)	Set 1 blending, ditties	Emerging or below expected levels
Steady (ARE)	Set 2, green/purple books	Expected levels
Speedy (Above ARE)	Set 2, pink/orange books	Exceeding or above expected levels
<b>Year 1</b>		
<b>End of Autumn Term</b>		
Focus group (below ARE)	Set 1 and 2, green books	Emerging or below expected levels
Steady (ARE)	Set 2, read some Set 3, orange books	Expected levels
Speedy (Above ARE)	Set 2, read most Set 3, yellow books	Exceeding or above expected levels

<b>End of Spring Term</b>		
Focus group (below ARE)	Set 2, purple books	Emerging or below expected levels
Steady (ARE)	Set 2, read most Set 3, yellow books	Expected levels
Speedy (Above ARE)	Set 2, read all Set 3 (spell some), blue books	Exceeding or above expected levels
<b>End of Summer Term</b>		
Focus group (below ARE)	Set 2, some Set 3, pink/orange books	Emerging or below expected levels
Steady (ARE)	Set 2, read and spell all Set 3, blue books	Expected levels
Speedy (Above ARE)	Set 2, read and spell Set 3, grey books - completed programme	Exceeding or above expected levels
<b>Year 2</b>		
<b>End of Autumn Term</b>		
Focus group (below ARE)	Set 2, read and spell Set 3, orange books	Emerging or below expected levels
Steady (ARE)	Set 2, read and spell Set 3, grey books/ completed programme	Expected levels
<b>End of Spring Term</b>		
Focus group (below ARE)	Set 2, read and spell Set 3, yellow books	Emerging or below expected levels
Steady (ARE)	Set 2, read and spell Set 3, grey books/ completed programme	Expected levels
<b>End of Summer Term</b>		
Focus group (below ARE)	Set 2, read Set 3 (spell some), blue books	Emerging or below expected levels
<b>Year 3 and beyond</b>		
<b>End of Autumn Term</b>		
Focus group (below ARE)	Read and spell Set 2 and Set 3 sounds, grey books	Emerging or below expected levels

## READING AND WRITING

### Intent

At The Robinswood Academy Trust we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Books have been selected to have an approach where books are cumulative through theme and progressive by complexity of text. We believe that a secure basis in English skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

### Implementation:

Reading and Writing is taught daily throughout the school in line with the National Curriculum (2014).

As a trust we believe that 'Good readers make good writers'. Therefore, children are exposed to high quality, age appropriate texts that cover a range of genres. Daily teaching of whole class reading ensures children follow a set progression of lessons to develop an understanding of the text. Text domains are explored using the VIPERS reading strategy. This approach is reinforced whenever a child reads whether in school or at home.

In order to provide a broad and balanced curriculum the school teaches writing inspired by age appropriate high quality texts, which have been identified by Centre for Literacy in Primary Education. This programme raises engagement and attainment for all pupils. Children are immersed in high quality texts using a range of activities to explore themes, characters and settings.

### WHOLE CLASS READING STRATEGY

Reading is taught using a whole class approach. High quality texts are chosen and children use the VIPERS to identify the 6 reading domains within the National Curriculum. These are the key areas which children need to understand in order to improve their comprehension of texts.

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence (KS1)/ Summarise (KS2)

- Reading must be taught daily for at least half an hour using a whole class approach.

- Reading Explorers, Voyages of Discovery and Cracking Comprehension are used to expose all children to a rich variety of genres as well as other high quality texts.
- A text is studied for five lessons. Lesson 1 will focus on reading and comprehending, including unfamiliar vocabulary. Lesson 2 will be an enrich activity in which the children bring the text to life in order to deepen their understanding and comprehension. Lessons 3-5 are based around a specific skill/s focus chosen from VIPERS; children will complete activities related to the skill/s.

This is in addition to:

- Regular home reading
- Individual reading at school
- Interventions
- Buddy reading
- Library visits

### **WRITING STRATEGY**

Writing is taught through the Power of Reading. This programme successfully raises engagement and attainment for all pupils. Through the CLPE site the children are immersed in a range of enriching, high quality texts to raise standards in both reading and writing

Year groups agree the overview of books to be used with the English Lead at each school. The texts must be planned and delivered using the recommended CLPE Teaching Sequences. They must also be adapted to meet the needs and expectations of each cohort. There must be evidence of children writing in each session and regular opportunities for extended writing.

**ALL** books must be selected from the 'Reading and Writing Progression document', as recommended by the Power of Reading to ensure children are exposed to high quality literature and non-fiction texts. [They DO NOT need to link directly with Curriculum Topic/Theme.](#)

**Planning must include:** All key elements listed in 'planning' non negotiables for English, **PLUS**, GaPS objectives

The key to success is via a slow reveal in order to excite the children.

The AIM is for children to be totally immersed through drama, art, role-play, debates, conscience alleys, WOW days and displays to instil a passion and love for reading and writing.

Assessment involves Moderation Meetings termly across the Trust.

