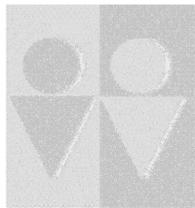


# Warmsworth Primary School

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## School's Approach to Phonics & Reading



Throughout Foundation Stage and Key Stage One, children have daily Letters and Sounds sessions to teach phonics. These daily sessions are delivered by staff to differentiated groups of children. Those children who have been identified as needing extra support may also receive small group and one to one Direct Phonics. Letters and Sounds skills are reinforced throughout the day at school and children are encouraged to apply their phonic knowledge in all areas of the curriculum and in their independent work.

High quality systematic, synthetic phonic work makes sure that children learn:

- grapheme/phoneme (letter/sound) correspondences ( the alphabetic principle) in a clearly defined, incremental sequence;
- to apply the highly important skill of blending (synthesising) phonemes, in order, all through a word to read it;
- to apply the skills of segmenting words into their constituent phonemes to spell;
- that blending and segmenting are reversible processes.

Our programme ensures that children are introduced to a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words.

Incremental progression in phonic knowledge and skills is regularly assessed by staff to track children's progress, assess for further learning and ensure that appropriate support can be provided.

Support materials are displayed and available in all areas of school. Children in Key Stage Two access Letters and Sounds, if it has been identified as an area of the curriculum in which they need further support.

The school reading scheme begins in Foundation One, with children taking home picture books to encourage them to be able to tell a story using appropriate language. When the children are ready to progress, they will take home books that have decodable words in them. In Foundation Two, children take home reading books appropriate to their level of reading ability and containing simple, CVC words so that they can segment the sounds in simple words and blend them together independently. As children progress through the reading scheme throughout their time at school, more high frequency and tricky words, different genre and levels of difficulty are introduced. We have introduced a

sticker and bookmark scheme to encourage children to read more at home, this is proving to be a good motivator for our pupils. Children are encouraged to apply their letters and sounds knowledge when reading their books, using taught digraphs and trigraphs, as well as strategies needed to be able to decode a word. We have a Reader of the Week assembly, where badges are awarded to those children who their teachers have identified as having made good progress. As well as reading at home, children at Warmsworth Primary School have timetabled Guided Reading sessions in class. Teachers set a specific, differentiated learning objective to teach the children and make assessments and observations on the progress being made or identify areas that require more focussed teaching.

Parents are encouraged to be actively involved in developing their child's reading skills. The children are encouraged to take home their Reading Journals which are shared with parents who may comment and record every time they hear their child read, as well as look at the comments made in class by the teachers. Phoneme key rings are taken home, so parents can support their child to learn both the sounds and the names of letters. Parent guides are also sent home to support parents with their child's development and teachers are always available to help or answer questions.

Each class, throughout school, has a weekly library slot, where the children can choose from a range of books from the school library. We pride ourselves on the quality of our reading resources and regular substantial investment is made to ensure the library, class collections and the school reading scheme are renewed.

Use of the York Assessment of Reading for Comprehension (YARC), provides staff with a reliable way of assessing children's emerging and developing skills in reading and reading comprehension