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	Authorised: (Curriculum committee) Full Governing Body	Date: Date: Nov 2015	Review due: Reviewed:
<b>Phonics, spelling and Guided Reading</b>			

## Learning Through Faith

**Learning** develops independent thinking children  
**Through** exciting challenges expecting success with  
**Faith** at the centre of all we do.

### **Rationale:**

We appreciate that phonics, spelling and reading go hand in hand and that the children having a good knowledge of phonics is key to the development of their early reading skills. Due to changes in the curriculum, spelling will now be taught in KS2 within English lessons. This is to ensure the coverage for the year group objectives and application of the spellings within children's independent writing. In EYFS & KS1 we will continue to have regular discrete phonics sessions.

### **Phonics & Spelling Aims:**

For 90% of children to be at ARE for their year group by the end of the year.

At the end of a phase (LKS2 & UKS2) 90% of children to be able to read and spell the statutory word lists.

By the end of Year 1 to be at least at National benchmark level for phonics screening (>77%).

### **Strategies for the teaching and learning of phonics, spelling and word reading:**

#### **Principles for using TfL**

- No pressure of performing in front of the group – more willing to ask for guidance.
- Better use of time – no waiting for turns.
- Engagement of all pupils at all times.
- Immediate feedback from partner.
- Extend the children's learning by using a range of strategies.
- More opportunities for effective assessment – teacher listening and observing.

#### **EYFS & KS1:**

Discrete sessions with differentiated groups led by staff (teachers, TAs, ITT students).

Ideas for activities in Phonics

- Teacher led group
- Peer access – read and say – agree or disagree.
- Rest work in pairs – opportunity for mixed ability, friendship and same ability.  
Work in pairs will include:
  - Kims game/memory game.
  - Matching sounds (e.g. ai, ay).
  - Buried treasure.
  - Grandma's basket

Ideas for other Paired Activities in Phonics

- Grandmothers basket
- Kims game
- Pairs
- Sounds/words in a bag – take 1 out, share it with a partner. Do they agree?

- No. 1 reads out a word, No. 2 has to make the word with phonics cards/write it down. No1 checks.
- I spy (with/without objects)
- Produce a rhyming string from a set pattern.
- Each child has a sound e.g. ay and ai. They have 1 minute to produce as many words for that pattern as they can.

### **KS2:**

Peer tutoring on learning to spell the word from the statutory word lists (short, sharp sessions every morning).

Teachers working on objectives as part of their planned English teaching with a separate Learning Journey identifying the spellings to be taught. This will be in the back of the English books and work for this completed from the back. These objectives will be deepened through application in other writing.

In planning, sessions with an adult focusing on the More Able pupils must be explicit at least once a week. For SEN/lower ability planned sessions with the teacher and TA weekly. Objectives for these groups may be broken down further to meet their specific needs.

Differentiated dictations will be carried out weekly to assess children's application of spellings. Tfl strategies can be used to allow children to assess each other and give immediate feedback (see EYFS & KS1 activities above).

### **Reading- Word Reading & Comprehension through Guided Reading**

Aims for reading;

To develop good learning behaviours from the earliest stages and promote reading for enjoyment.

By the end of Year 1 to be at least at National benchmark level for phonics screening (>77%).

By the end of KS2 to be above national benchmarks for reading and 30% of pupils to be exceeding at ARE.

### **Principles of using Talk for Learning (TfL) in Guided Reading**

- It consolidates the children's understanding of the text and develops questioning skills through sharing the text.
- It enhances comprehension skills.
- It encourages independence through their involvement in collaborative learning.
- It enables a flexible and regular opportunity for the teacher to assess.

### **Agreed Common Practice for Reading Sessions EYFS, KS1 and KS2**

- One group a teacher led group. The teacher will be modelling questioning and develop the children's responses, inference and deduction skills. The guided group will also participate in discussions about books, listening to what others say and taking turns.
- Paired reading – friendship pairs, mixed ability pairs and same ability pairs.
- Could be knee to knee if the children have a text each.
- Elbow to elbow if sharing one copy of the text.
- One person to read an appropriate amount and the other child to echo, summarise.
- Listener can ask reader to pause so they can process information.
- Children to question to encourage comprehension.

### **Ideas for other Paired Activities for Reading**

- Paired reading – echoing, summarising, questioning and expanding.
- Reading for pleasure – shared interest.
- Reading eBooks
- Using a range of technologies (Learn Pads, Purple Laptops, desktops, etc.) to access online reading materials.
- Using Purplemash online serial books.
- Using iBoard to read eBooks with a partner.