

# St Michael's approach

At St Michael's, we believe our core purpose is to read and that a systematic approach to the teaching of reading gives children the

best start. We aim to ensure every child leaves our school a reader. To that end we have a book led curriculum for SRE (Statutory from 2020) We read stories to the children at the end of every day and have fiction and nonfiction linked to Geography and History. We allocate time to enthuse children about reading in story times and guided reading activities.

Our guided reading books from Bug Club are book banded . We use Supersonic Phonic Friends to link the correct phonic phase. Our EYFS children also have access to books other than the phonics scheme in their book corner.

In KS2, we ensure those who need extra support for reading are given two 15 minute sessions on an Explore literacy programme from NFER scores of 80 and below, and this is triangulated with Lexplore, the latest technology for diagnosing barriers to reading.

We believe children need to be active participants, blending and segmenting words for themselves. We use Supersonic Phonic friends as the core scheme to teach phonics. The scheme provides opportunities for active learning and the children learn rhymes and actions. This means that all aspects of visual, aural, oral and kinaesthetic learning are integrated within a lesson. We believe that this is particularly beneficial for slow learners as it uses all the learning styles to embed the phonics.. We also believe that transfer of learning is important and therefore encourage children to practice and apply decoding skills in other areas of the curriculum.

We aim to identify children who are slow to learn as early as possible, through assessment and tracking. We run catch up programmes to fill in the gaps in code knowledge and develop phonological skills.

At every stage of Primary of Education, the children are offered a language rich environment, where talk is encouraged during play and where good quality books are shared and discussed.

## EYFS

### Nursery

In our nursery the children follow Phase One of Letters and Sounds. Through speaking and listening activities, children will develop their language structures and increase their vocabulary. In developing their phonological awareness, children will improve their abilities to distinguish between sounds and to speak clearly and audibly with confidence and control. They become familiar with rhyme, rhythm and alliteration.

## **Reception**

In Reception the children are taught Phase Two in the Autumn Term. They have short sessions to practice blending and segmenting and reading and spelling are taught as reversible processes, at sound, word and sentence levels. When words are tricky then the 'tricky' bit is identify to decode the rest. The children consolidate their skills by following the phonics lessons with reading enjoyable decodable texts and composing sentences for writing using the sounds they have just learned.

For beginners who learn more slowly, we start a catch up programme in January or earlier.

Phase Three is taught for approximately 12 weeks

Phase Four is taught for approximately 4 –6 weeks.

Early in the Autumn term parents are invited to attend a synthetic phonics workshop which is aimed at giving the parents an overview of how their child is being taught to read and spell, and their role in that process.

Parents will receive an outline of phonemes being taught to their child that week. They will be given a list of examples, which can be cut out to play games with. In the Autumn term we also introduce reading books to children. We use a reading scheme " Supersonic Phonics " which matches the sequence of phonics being taught and are therefore decodable for the children at that stage of learning. This ensures that the phonics being taught at school is being reinforced at home.

Reception children will have access to Bug Club from the Spring term.

## **Key Stage 1 (KS1)**

### **Year 1**

The children have a daily English lesson. The lesson begins with Supersonic Phonics. Blending is taught for reading and segmenting for spelling and writing. Reading and spelling are taught as reversible processes, at sound, word and sentence levels. The letters and sounds phonics programme offers multi-sensory strategies and direct modelling from the teacher. When words are tricky, then the 'tricky' the children use their phonic knowledge to decode the rest. The children consolidate their skills by following the phonics lessons with reading enjoyable decodable texts

and composing sentences for writing using the sounds they have just learned. The books offer an exciting basis for reading, discussion and writing.

For children who learn more slowly provision is made for them to work in a small group reinforcing earlier phases of the phonics programme with a trained Teaching Assistant. Y1 children also have word books learning the common exception words.

The children take the phonics screening test in June. This will indicate whether the children are secure at the phonemes and can apply blending and segmenting using an appropriate range of grapheme-phoneme correspondences. The results of the screening check are passed on to parents as a pass or fail. Parents are then informed that support will be provided in Year 2 for those needing further phonics teaching. They are then re assessed in Year 2. Those who achieve age related expectations will be able to begin Phase 6 in Year 2.

## **Year 2**

The majority of children, who have completed phase 5, begin the Support for spelling programme. Phase 6 investigates spelling, past tense, suffixes- common endings e.g. ed/ing /ful /er, ly then spelling longer words.

Children who need further support, with phonics, as identified in the Year 1 screening check, will continue with support into Year 2. Assessment of their progress will be monitored through the Phonics and sound assessment sheets and monitored regularly by Year 2 staff. Y2 continue with word books to learn common exception words.

## **Transition to Key Stage 2 (KS2)**

KS2 have a shared expectation that every child will be a reader. They build on good practice in KS1, and provide a language rich environment, where talk is encouraged in lessons and where good quality books are shared and discussed. The staff place high priority on developing the children's o enhancing their vocabulary. All planning is based on the 2014 revised National Curriculum. Information on Year group expectations can be found on this website

## **Guided Reading**

Guided reading begins in Reception class and continues through to KS2. The class are split into small reading groups based on the National Colour Book bands, receiving about 4 sessions of guided reading per week using sets of a scheme called 'Bug Club'. The children work together to complete activities monitored by a teacher or trained TA. The children sit an assessment of that book band before they are allowed to move on. This ensures the children not only can decode the words but they understand the text they are reading before they move on.

Staff also group the children according to Bug Club Reading tests , Lexplore AI assessment and NFER tests which take place in October and March. The tests

enable staff to prioritise certain children to hear read on a more regular basis.

Throughout KS2, each year group broadens and extends the range of reading. Children progress from simple texts to a wider range of books. Children change books during registration or after lunch. Staff monitor the types of books children are reading and work hard to encourage appropriate choice. They extend the high achievers to read more complex fiction from a variety of authors.

## Homework

It is expected that children will read regularly at home. This may be done with a family member, or independently, depending on the child's age and /or ability. Research has found that early readers need to read about 600 to 1000 words a week to become competent readers! This is crucial, so lots of reading at home will contribute to a child's reading mileage; it comics, magazines, newspapers, the list is endless!

Familiar books –reading the same book 3-5 times improves a reader's speed, contributes to fluency and vocabulary and spelling development them to understand the book, and to read in phrases without using a finger. Parents should never feel that re reading a text again really works, especially with early readers.

## Progress and Assessment

Reading progress is also monitored between the two NFER tests, the guided reading activities and during lessons where the children are heard to read. This ensures staff are fully informed reading profile about and can amend if a child's teaching accordingly.

Included on the website are the lists of key performance indicators which are the types of things expected of a pupil at the end of each year. We intend this to be a guideline to parents about the expectations a child should be meeting in a given year group.

## Web links to support reading with your child:

[Active Learn](#) (BugClub) Our online learning environment, with lots of fun books for children to read/share.

[BBC Nursery songs](#) A collection of nursery songs from the Early Learning series Listen and Play and Playtime, both of which are currently available on iplayer and as podcasts

[Book Trust](#) Suggested books for children, advice on how to read with your child, book lists, fun games, competitions to win free books, Children's Book Club [Love Reading](#) Expert recommendations and opening extracts of books.

[Oxford Owl](#) Phonics advice and access to free E-Books. Free to register.