

Approach to Phonics and Reading

Systematic Synthetic Phonics



Pride
Passion
Partnership
Professionalism
Positivity

Fen Rivers Learners leave us

- a positive member of society whose needs have been understood and met
- able to read fluently
- ready to move to the next stage of education or employment

Developing Reading Fluency Through

- use of a fluency rubric
- Sounds Write Phonics delivery and assessment of progress
- Year 1 Phonics Screening Benchmark and Year 2 benchmark as appropriate
- ten weekly reading age checks
- TRUGS - Teaching Reading Using Games
- DEAR - Drop Everything and Read
- class novel - being read to and reading alongside using high quality children's literature
- immersive topic literature - across the curriculum - The curriculum through reading
- use of the library with increasing independence

Approach to Phonics and Reading

At Fen Rivers our approach to phonics and early reading follows the Sounds Write Linguistic Phonics approach to learning. All staff are trained in this approach. This approach begins with the sounds that we hear in the language and moves from the sounds into the written word, with both the sounds and the spelling being taught alongside each other in each lesson. This approach works well alongside our approach to teaching writing starting with a talk based approach, Talk for Writing.

Outcomes from The Sounds Write Programme

- Delivery of phonics teaching is consistent across the school leading to increased accuracy in decoding of words and increased fluency in early reading.
- Sounds Write is understood as a linguistics phonic programme.
- Consistent teaching of phonics, reading and spelling leads to accelerated progress for learners, closing gaps in both reading and writing.

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- Pupils demonstrate increasing confidence and success in reading as a result of effective sounds write delivery.
 - Children learn strategies to read and spell words that do not follow the simple sound pattern.
 - Teachers understand what factual information has to be remembered in order to learn to read.
 - Teachers understand what skills need to be practised and perfected to become a fluent reader.
 - Pupils understand that all sounds are represented (encoded) by symbols that we call letters
 - Pupils understand that silences and pauses are not encoded (they learn that these are determined by punctuation).
 - Pupils know that all sounds are represented by a 1-2-3-or-4 letter spelling.
 - Pupils understand that sounds may be spelt in more than one way.
 - Children learn that spellings represent more than one sound.
 - Adults understand that in order to be taught to read fluently a pupil must be taught all the common ways of representing English speech sounds.
 - Children learn the skill of blending individual sounds to enable the construction of meaningful words.
 - Children learn to segment speech sounds to enable them to read and spell these.
 - Children learn to manipulate individual sounds within words to replace one sound with another.
 - Teachers understand that for reading to become fluent and automatic pupils need to be able to achieve speed and accuracy in blending, segmenting and manipulating speech sounds.
 - Letters are introduced and taught as parts of words to ensure pupils' attention is accurately drawn to their correct spatial orientation.
 - Using complete words gives pupils the meaning and context in which to place their learning.