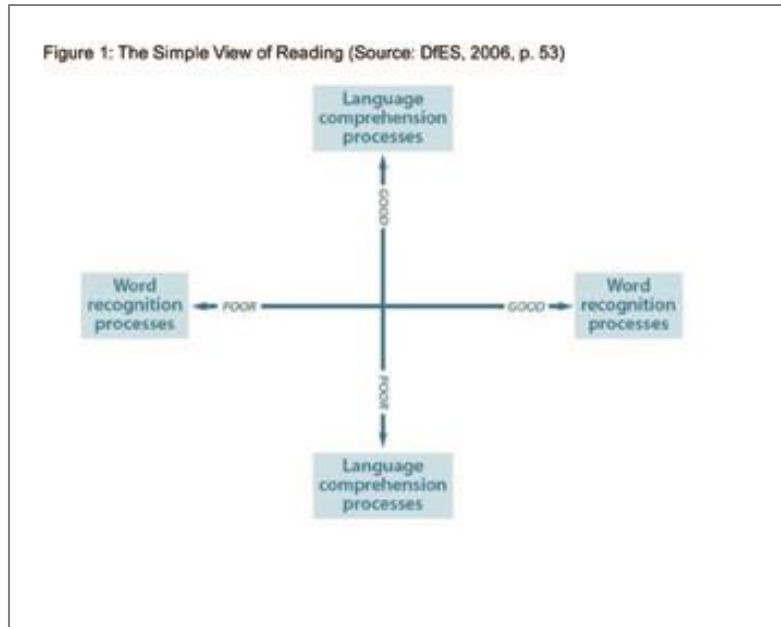




Sutton Courtenay Phonics and Reading

Our reading programme is based on researched based approaches and rooted in the model The Simple View of Reading (Gough and Tunmer 1986)



We recognise that word recognition strategies are most effectively rooted in phonic knowledge and therefore we aim to teach this as rapidly as possible.

We teach phonics systematically using the Phonics International programme, which is DfE accredited.

<https://phonicsinternational.com/>

Alongside this, we recognise the importance of language rich environments which support children's engagement with a wide range of texts to stimulate vocabulary development and language comprehension processes.

Foundation Stage

Phonics

In the **Nursery years**, the primary focus develops **phonological awareness**. Letter/sound correspondences are taught incidentally and related to 'emotional engagement' eg letters in names or words written or read when child initiated. Awareness of the concept of letter shapes representing sound is developed. Key routines for blending sounds for reading and segmenting words into sounds for spelling are established.

In **Reception**, the children cover **units 1-5** of the programme through the early **Years Starter Package** at a brisk pace to enable them to access as wide a range of reading material as possible quickly. Learning is related to actions and stories to aid memory in a multi-sensory approach. As they acquire knowledge of letter sound correspondences, they read a **range of decodable text** including some from the scheme and some from books grouped at a code level behind the learning in class. A wide range of books is sent home, some with decodable text and some for wider sharing. Parents are encouraged to **tell the child any words they do not know to encourage fluency**. A parent workshop is held in the first term to improve the capacity of home-school support.

This is in line with the guidance from the Phonics International and No Nonsense Phonics programmes.

[Suggestions for organising matched text from Debbie Hepplewhite](#)

Language Comprehension Processes

A language rich environment is prioritised and the school was part of the Oxfordshire Early Language Project from 2017-2019. Children are encouraged to take books home and share wider reading with parents. Some texts are chosen because they use patterned and predictable language which develop spoken language structures and vocabulary. An incentive scheme is in place for Reception children for home reading.

Key Stage 1

Phonics

In Key Stage 1, the teaching routines from the main programme 'Phonics International' are used.

Daily practice involves:

- Revision of letter/sound correspondences
- Identification of the separate phonemes in words and blending them together
- Linking the strategy to writing through consistent routines for segmenting and encoding

Core resources are the '**Sounds Book Activity Sheets**' and the '**I Can Read**' and '**Sentences**' sheets which **provide cumulative decodable text**.

In **Year 1, Units 1-5** are revised and **Unit 6** is introduced.

In **Year 2, Units 1-6** are revised again, with increasing emphasis on spelling as well as reading.

Our reading scheme, which is based on Oxford University Press levels, also provides a range of suitable decodable texts as well as wider reading. Each child has an individualised journey through the scheme and is encouraged to read at home daily.

Language Comprehension Processes

Vocabulary development is prioritised in a language rich curriculum. Each class is read to daily and a group of texts is identified each term for repetition so that children become familiar with stories and plots.

Our reading scheme contains a wide range of texts so that we can monitor each child's journey and ensure a wide variety of exposure. Texts are chosen to develop vocabulary and language structures as well as decoding. Children are encouraged to read at home daily and parents are regularly reminded of this expectation.

Key Stage 2

Phonics

We continue to use the teaching sequence and routines from **Phonics International**.

The majority of children have sufficient phonic knowledge for decoding. The basis of teaching spelling in Key Stage 2 continues to focus on the skills of decoding, blending and encoding using the routines established in Key Stage 1. For children experiencing difficulties in their reading, alphabetic code knowledge is our first area of investigation. Revision of code is supported through interventions using decodable text and the Phonics International resources. Speed of decoding is assessed and interventions put in place for reading speed as needed. The impact of interventions is assessed through baseline and exit data and recorded on our tracking system, Insight.

Language Comprehension Processes

Vocabulary development is a focus across the curriculum. Classes are read to daily from the class novel and children are encouraged to be actively involved through book talk. All children, regardless of their reading level, remain part of the school reading scheme so that the breadth of their reading can be monitored. They are encouraged to read daily at home.

To further support comprehension, curriculum plans prioritise Tier 3 words which will enable children to comprehend more demanding texts. Children are also taught strategies to support their engagement with more challenging texts through the use of short, focused text with skills taught explicitly for inference, prediction, explanation, retrieval and summary, identifying the context of unfamiliar words, and the linking of evidence from text to support thinking.