

## Phonics, Reading and Writing at Kentish Town C of E September 2022

### Reading

We aim to provide children with the necessary skills and opportunities to develop a lifelong love of reading coupled with the skills they need to read fluently and effectively. We do this by adopting an integrated approach which involves creative teaching using high quality texts, a wide range of genres and authors, regular visits by renowned writers and frequent, varied opportunities to read for pleasure. We also support children to develop the phonetic skills they need to 'decode' by daily teaching of systematic synthetic phonics in Reception and Key Stage 1 following the **Global Education Services Simple Letters and Sounds** Systematic Synthetic Phonics program which was validated by the DFE in 2022.

### Reading in the Early Years Foundation Stage (EYFS)

Nursery:

Leaf Man

We're Going on a Bear Hunt

Stanley's Stick

Errol's Garden

Mr Wolfs Pancake

Reception:

I am the Hungry Finch

So Much

The Gigantic Turnip

Leopards Drum

The Magic Paintbrush

The Hyena and the Jackal

In **Nursery** and **Reception**, children enjoy a wide range of nursery rhymes, traditional tales and books based around their own interests. They are read to as a whole class or in small groups on a daily basis and their topic work is themed around books and stories. They are given plenty of opportunity for role play and retelling, as well as for sharing their favourite books. Parents and Carers often drop by to read stories both in English and other languages. Children have free access to books in an engaging book corner, as well as opportunities to read books outside. In the Reception (Oak class), children also begin learning letters and sounds through phonics activities.

**Nursery** children take part in activities based on listening and sound discrimination. They might, for example, follow a rhythm using percussion or try to create and describe different animal sounds. They are encouraged to look at print in their environment and later in the year, to begin to orally sound out words or 'blend' words sounded out by an adult.

In **Reception**, children are encouraged to begin reading and writing more independently. They are taught phonics in a discrete daily session. They begin with **Phase 2 phonics** - alphabet sounds - in the Autumn term, then move on to **Phase 3** in the Spring term, learning to read and write using two and three letter sounds like 'ee' and 'igh'. In the Summer term, they tackle **Phase 4** phonics. There are plenty of opportunities for both guided and independent reading of

phonetically decodable books.

As well as choosing free choice books to take home for pleasure, children begin reading phonetically decodable books from the very beginning of their phonics learning.

In the Summer term, Reception children begin Daily Supported Reading. They read a decodable book every day in a small group either independently or supported by an adult. DSR runs alongside and complements their phonic learning. Children are encouraged to take home or look at 'real' books as well as decodable texts.

### **Key Stage 1 Reading**

The National Curriculum programmes of study for reading at key stage 1 consist of two dimensions:

- word reading (including phonics)
- comprehension (both listening and reading).

We ensure that we cover the statutory requirements, as outlined in the National Curriculum October 2013, through detailed attention to planning, and take opportunities for cross-curricular planning wherever possible.

In Key Stage 1, reading builds on work completed in the Early Years Foundation Stage (EYFS). Children's literacy units are based around books, for example, *Beegu* or *The Tiger Who Came to Tea*. Pupils are encouraged to develop a love of stories and books - being read to by adults as well as reading independently. As in the EYFS, children are taught in daily phonics lessons, following the **GES Letters and Sounds** programme. In Year 1, most children move on to Phase 5 phonics, learning different ways to write the same sounds, eg: a, ay, ai, aigh, eigh. In Year 2, they begin to learn spelling rules. There is a **Keep Up** intervention for those who may not have consolidated learning and a **Sustained Intervention** for those children who may need more time before they know the phonetic code securely.

In Year 1, children continue to read phonetically decodable books using the Phonics Bugs scheme, both in class and through the on-line element. Books are matched to the phonics they are learning in class. Children also take part in Daily Supported Reading, reading independently or with an adult every single day throughout the year.

In Year 2, DSR gives way to daily 'guided reading' with a greater focus on independent reading or book-based activities. In both year groups, children are encouraged to choose and listen to 'real' books for pleasure as well as taking home 'phonetically decodable' readers.

Children of all ages are regularly encouraged to read / perform their own work as a means of celebrating their accomplishments in both reading and writing. They might, for example, read a favourite story to their peers or to younger children. 'Free reading' opportunities are given during all guided reading cycles of activities; KS1 children sometimes have an older child in the school as their 'Reading Buddy' with whom they share their favourite books; classes have 'Listening Stations' where children can listen to audio books by significant children's authors; all English units are based upon high quality texts that are read to the children by their class teacher; class teachers also regularly read aloud a high quality text to the children for pleasure; parents are encouraged to sign up to read to their child's class; vibrant and carefully curated

book corners are regularly replenished with fact and fiction books; fiction and non-fiction books related to a range of subject areas are ordered each term from Islington Education Library Services to supplement the titles held in our own library and book corners.

Children and parents are made aware, from EYFS onwards, of the close link between reading and writing and we encourage use of books to develop vocabulary and comprehension skills across all curriculum areas. Daily guided reading, whole class shared reading and "book talk" help to develop children's comprehension skills and their awareness of the fact that reading conveys meaning.

### Key Stage 2 Reading

The National Curriculum programmes of study for reading at Key Stage 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

We ensure that we cover the statutory requirements, as outlined in the National Curriculum October 2013, through detailed attention to planning, and take opportunities for cross-curricular planning wherever possible. Children are taught phonics throughout year 1 and into Year2.. This intervention may run in KS2 for children who are still securing the code.

In Key Stage 2, as decoding skills become increasingly more secure following the daily phonics teaching received in key stage 1, children are taught to understand the meaning of words they read through knowledge of root words, prefixes and suffixes. Children are also encouraged to develop a greater understanding of an author's intentions through word choices and use of, for example, inference and deduction and to articulate and justify their own views upon texts / author's intentions / language use etc. Children who are not yet secure in the phonetic code receive a **Sustained Intervention** to support them to catch up with their peers.

In Key Stage 2 our children further develop their vocabulary and breadth of reading across a wider range of books including poetry, plays, stories and information books. This is done through use of carefully chosen class texts (both linked to English units and stand-alone texts which are read to the children for pleasure), daily guided reading sessions in which children work in groups on a range of reading activities based upon carefully selected and levelled texts); shared reading in whole class teaching and playscript reading for class assemblies. They also continue to develop their ability to express, and justify, their own opinions on a range of texts and genres and to hone their wide range of reading skills and strategies.

Our school's use of Islington Education Library Services and our close relationships with a number of local children's bookshops ensures that quality texts are always available to the children, in addition to the wide range of books found in our recently restocked classroom book corners and school library. Children take an active role in selecting books for book corners, with support and guidance from adults. Dual language books are also available in classrooms and in the library.

Our Key Stage 2 children enjoy a wide range of extra-curricular reading based opportunities in school, such as assisting in the running of the school library, maintaining classroom book corners (arranging books by text type and swapping books with those in the school library), participating

in annual 'World Book Day' activities (for example, dressing as a favourite book character, ' recommending books in assembly), reviewing and recommending books to peers, reading to peers and younger children. The local library also visits school to promote their summer reading programme.

Authors who have visited our school include:

Anthony Browne  
Anne Fine  
Michael Rosen  
Chris Riddell  
James Mayhew  
Alexis Deacon  
Jane Ray  
Sita Brahmachari  
Mini Grey  
Chitra Soundar  
Jane Elson.

When authors visit, our children meet them, have been made familiar with some of their work and then we encourage parents and carers to buy books at a book signing. The school always purchases some copies so that children may borrow and take these books home to read.

All children in our school regularly take home, age appropriate reading books to share with adults or older siblings at home (and/or to read independently) to encourage their love of reading for pleasure and to encourage parental involvement in their child's learning. Details of their reading are filled in in their reading records which are checked each week by parents and adults in school.

### **Writing**

Throughout the school, we endeavour to teach writing in as creative and stimulating a manner as possible using a range of high quality texts and teaching approaches. We provide varied stimuli to motivate the children and support them prior to writing such as use of visual imagery and artefacts, speaking and listening /drama activities / games / art / DT / class assemblies to support writing. We also provide exciting real life experiences which children can then draw upon in their writing such as school-wide trips to the seaside, to pantomimes and puppet shows, to Hampstead Heath, to museums and dance venues. Children are able to use iPads, laptops and Neos to research and publish their written work. We celebrate children's writing in a wide variety of ways such as publishing/illustrating their work in book format, holding book launches, giving children the opportunity to present and discuss their work with authors, encouraging children to read their work to peers and younger or older children, publishing writing in our newsletter and on our website, entering writing-based competitions eg: Camden Poetry Competition, the Premier League poetry writing competition.

### **Writing in the EFYS**

Children in the Early Years make marks at every opportunity, both indoors and outdoors. This could be painting with mud or water, using crayons, chalk or ink or writing on whiteboards. They are encouraged to explain and interpret the marks they make. They are also offered plenty of opportunity to develop the fine and gross motor skills and hand-eye co-ordination they need to

manipulate a pen or pencil to write. Once they have mastered this, they begin to practise writing their own names.

In Reception, children are encouraged to write in daily phonics lessons, in small guided groups and independently, often with a motivating real-life purpose. This could be taking orders in a role play restaurant, writing a story to read to the class, making a Wanted Poster for a missing toy or sending a postcard to friends and family. Children use their phonics both to read (sound out/blend) and to write (segment or break down) words. They are also taught a number of high frequency words like **you**, **we** or **the**. Over the year, children move from writing simple two and three letter words to whole sentences and stories. We use 'talk for writing' to build on their independence and knowledge of story language and structure. This involves retelling a story, often a traditional tale, as a class using actions. Once they can orally tell the story, children might story map it to support re-enactment, sequence pictures from the story or act it out using small-world characters before they attempt writing.

Reception children also have a weekly hand-writing session using the whole-school scheme PenPals for Handwriting Scheme. This encourages correct letter formation and pen control.

### Key Stage 1 Writing

The programmes of study for writing at key stage 1 are constructed in accordance with those for reading and include:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

We ensure that we cover the statutory requirements, as outlined in the National Curriculum October 2013, through detailed medium term and weekly planning, and take opportunities for cross-curricular planning wherever possible.

Children use their phonetic knowledge to help them to write. Spelling objectives are taught via the **GES Simple Letters and Sounds** program in Year 1 and continue to be taught (along with termly grammar objectives and handwriting skills) both discretely and in the context of regular, high quality modelled writing, throughout the school. All children are taught handwriting using the PenPals for Handwriting scheme with regular handwriting practice.

In daily English lessons, children spend time reading high quality texts to provide them with examples of writing genres and styles. They also take part in spoken language activities across the curriculum, such as drama and role play, to develop their vocabulary and orally to rehearse what they would like to write. Children are also encouraged to express their ideas for a range of different purposes such as story-telling, poetry writing, list making, instructions, letter writing.

Wherever possible, children are given a specific purpose or context for learning at the outset in order to motivate them to write. For example, children may be told that they will be writing their own version of a story which will then be published and illustrated in a book format and 'launched' to parents or they may be asked to contribute ideas to an assembly playscript which they will later perform on stage for peers and family members.

Children are given regular opportunities to write. These writing opportunities might be during an

English lesson, or within another curriculum area, such as science, History, Geography or Religious Education (RE). They are encouraged to plan their writing as well as to correct and improve it.

### **Key Stage 2 Writing**

The programmes of study for writing at Key Stage 2 are constructed in accordance with those for reading and include:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

We ensure that we cover the statutory requirements, as outlined in the National Curriculum October 2013, through detailed attention to planning, and take opportunities for cross-curricular planning where possible.

In Key Stage 2, grammar, spelling and handwriting continue to be taught discretely as appropriate and, especially in the case of grammar, as part of class work on high quality class texts, as well as through regular modelled writing. Wherever possible, from Year 2 onwards children are expected to use cursive script and a handwriting pen in order to increase their writing fluency.

Children are frequently given the opportunity to write for real purposes in order to develop awareness of their audience and an ability to write in a range of styles and formats. For example, posting persuasive letters to members of the business community or politicians, contributing to our school blogs, writing playscripts which they know will be performed by their peers and/or filmed for showing to parents, writing their own versions of a story or poem which they know could later be read by the original author on a visit, writing questions which will then be posed to visitors, completing an extended written project which will then be presented to peers and to parents in 'pop up' museums, completing work which children know is to be used for a classroom or corridor display, or is to be published in the newsletter or on the website.

Children are encouraged to take great pride in the content and appearance of all written work, across all curriculum areas, and are praised for doing so, both in their books and via texts sent home and by the display or publication of their work on school walls and in the newsletter / on the website.

From the summer term of Year 1 onwards, teachers regularly 'mark for improvement' the children's extended writing. 'Golden writing' is highlighted and celebrated and children are asked specifically to edit/improve one section of their work. Suggested improvement prompts are given where necessary. Children then edit/improve their work and are encouraged to share their original and improved work with peers.

From Year 2 onwards, after appropriate adult modelling, children are encouraged to self and peer edit and assess written work, and to express opinions as to why they consider pieces of writing to be effective and how they think writing can be improved. From year 3 onwards children are provided with termly writing targets which clarify what they need to do in order to progress their writing. These targets are shared with the children and discrete whole class and /or group sessions are taught to ensure that children understand what the targets mean, why

they are necessary and how to implement them. Children are given regular opportunities to self assess the implementation of such targets.