



Thornborough
Infant School

THORNBOROUGH INFANT SCHOOL

Reading and Phonics

Signed:
Headteacher, Miss. O. Quirke

Signed:
Chair of Governors

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Why reading matters at Thornborough...

Reading is fundamental to learning. To be able to read and to be proficient in it, is a lifelong learning skill, that's why it matters to us. We want our children to succeed both academically and pastorally; quality teaching of reading, writing and language skills, will allow our children to do just that, succeed. Our children play a big part in our reading philosophy, as too, our families. At Thornborough, we have created a positive reading culture within our school which is clearly evident through our children's love, motivation and passion for reading.

'Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances, whatever their socio-economic background'

The Reading Framework DfE July 2021

Expectations at Thornborough

Quality teaching that shows consistency and fidelity to a phonics scheme is key to the foundations of reading. It is an efficient and effective way of ensuring good progress for the majority of children. Our teachers aim is for all children to keep up with the phonics scheme; lessons are of the highest quality to reduce the likelihood that children might need extra support. However, if children do need additional support, appropriate targeted support will be given immediately.

Each year group receives high quality teaching of a systematic synthetic phonics (SSP) scheme with direct teaching of phonics taking place every day from the start of the Reception year. We expect all children to participate by listening and responding to the interactive lessons, and by practising and applying what they are learning.

In addition to our phonics teaching we will ensure quality opportunities for our children to develop their language skills. Each of our classrooms delivers a language rich environment in which adults talk to children throughout the day - the more children take part in conversations and have opportunities to develop their vocabulary, the more they will understand and will be able to apply to their reading and writing skills.

Schools are the wonderful position to promote a love of reading. With engaging and high quality teaching, resources and a nurturing learning environment, we are able to make that imprint and a love of reading from the very beginning of a child's school journey. We want all our children to be successful readers and to read for pleasure both in and outside school.

How it will be achieved at Thornborough

- Links with our Pre-school to assess prior knowledge and consistency
- DfE verified Phonics scheme
- Daily reading – 1:1 or small groups
- Quality staff training
- Invested in resources – decodable books for every child
- Children practice reading with books that are decodable for them at that stage of learning
- Parents informed on phonics programme with access to support from scheme and teaching staff
- Back and forth talking interactions

- Story books that support children to thrive
- Quality Book corner with literature that is worth reading aloud – contemporary and traditional
- Daily phonic sessions – more if appropriate
- Daily story time and poetry/rhyme/singing session
- Daily teaching and practicing of correct letter formation
- Provide opportunities for ‘overlearning’ - recall and retrieval practice
- Formative and summative assessment
- Quality targeted support
- Additional story book time with SEND pupils
- Support language development
- Sharing information - peer to peer; adult to peer on what to read, what books we liked, reviews
- An effective spelling programme

Synthetic Phonics at Thornborough

Phonics is a body of knowledge that is necessary for children to learn to read and spell. The term ‘synthetic’ phonics refers to the verb ‘synthesise’ meaning ‘to combine’. Children need to understand how the ‘alphabetic code’ of English represents the sounds (phonemes) of the language with single letters and groups of letters (graphemes).

Phonics gives children the key to unlocking the alphabetic code for their reading and spelling. Word reading (decoding) and spelling (encoding) are ‘reversible processes’ Reading involves blending sounds to say a whole word; spelling involves segmenting a whole word to identify the sounds in it.

The phonics screening check is for all children in Year 1. Its purpose to assess whether children can read accurately a selection of words that include GPCs (Grapheme Phoneme Correspondence); the first step in learning to read. The check is a short ‘light-touch assessment’ which takes about five minutes. Children who do not meet the expected standard are screened again in Year 2.

Evidence shows that teaching phonics is the best way to teach children to read, that is why, at Thornborough, we hold our phonics teaching with very high regard and ensure we prioritise and deliver quality teaching and learning to all our children.