



Our vision

As an inclusive community built on friendship and love, Christian values inspire us through faith in God and hope for the future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We work together to ensure we achieve our aspirations and encourage independence.

Phonics and Reading in EYFS & KS1

At Charing CEP School we believe in five core principle of teaching and learning Phonics and reading. These are to:

- 1. Know the purpose of every activity and share it with the children, so children know the one thing they should be thinking about;*
- 2. Be passionate about teaching so you can engage children emotionally;*
- 3. Teach at an effective pace and devote every moment to teaching and learning;*
- 4. Ensure that every child participates throughout the lesson. Partner work is fundamental to learning;*
- 5. Praise effort and progress- not ability.*

We teach phonics in order to help children learn to read accurately and fluently with good comprehension. Children learn to form each letter, spell correctly and compose their ideas step-by-step.

We teach phonics through the Rad Write Inc programme. Through the programme, children learn the English alphabetic code: the 150+ graphemes that represent the

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44 speech sounds. They rapidly learn sounds and the letter, or group of letters, they need to represent them, in three sets of Speed Sounds Lessons. Simple and enjoyable mnemonics help all children to grasp the letter sounds correspondence quickly, especially those who are at risk of making slower progress or those who are new to learning English. This knowledge is taught and consolidated every day. High frequency words that are not phonetically regular are taught as 'tricky words' (we call them Red Words) and are practised frequently.

Lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasing fluent decoding.

A thought provoking introduction, prompts for thinking out loud and discussion help teachers ensure that children comprehend what they are reading.

Teachers read aloud and discuss picture books with similar themes to those in the storybooks so children can build up background knowledge ready for the next Storybook.

Reading

Children read the story three times. On the first read, children focus on accurate word reading; the second, on developing fluency; and the third, on comprehension. Fluency and comprehension increase with each repeated reading.

Accuracy

Children learn to:

- Read new sounds and review previously taught sounds;
- Sound out the names of characters and unfamiliar words;
- Understand the meanings of words;
- Read the story (first read).

Fluency

Children learn to:

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- Read the words in the story speedily;
- Track the story, 'jumping in' when the teacher hesitates;
- Read the story with increased speed (second read).

Comprehension

Children learn to:

- Predict the outcome, after listening to a story introduction;
- Discuss and compare key moments in the story;
- Read the story with a storyteller's voice (third read);
- Answer questions about the story;
- Read the same story at home;
- Build background knowledge, ready to read the next Read Write Inc. storybook.

Writing

As with reading, the alphabetic code is embedded first, so that children can write simple words early on and build on their success. The children write every day, rehearsing out loud what they want to write, and composing sentence by sentence, until they are confident enough to write independently. They write at the level of their spelling knowledge: that is, they use their knowledge of the alphabetic code and the 'tricky' words they have learnt. They practise handwriting every day: sitting at a table comfortably, learning correct letter formation and joining letters speedily and legibly.

In every lesson, children build up their spelling knowledge rapidly so that soon they are able to spell complex words confidently. The children can use adventurous vocabulary in their writing because they have encountered such language in their reading and they have talked about what the words mean.

Transcription

Children learn to:

- Develop a confident handwriting style;
- Spell common words with common graphemes and suffixes;

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- Spell common words with unusual graphemes;
- Write prepared sentences with correct spelling and punctuation.

Composition

Children learn to:

- Build and rehearse their own sentences based on ideas from the story;
- Apply new grammar concepts linked to the story;
- Use new vocabulary in their writing;
- Edit their writing to correct their grammar and punctuation;
- Write a composition based on the Storybook they have just read;
- Edit their own and their partner's writing.

Teacher modelling and participation

The teacher explains and uses direct instruction for every activity- 'My turn Your turn' (MTYT)- ensuring that all the children in the group are watching and mirroring what the teacher is doing. The children then 'Turn to your partner' (TTYP) to either practise what they have been taught or to discuss a new idea. The teacher observes and listens carefully, picking up on any errors or uncertainties. The teacher repeats the activity until all the children are confident at every step. Revision and consolidation at the start of the next day's lesson are vital in embedding the learning, step-by-step.

Grouping

Children are assessed and grouped according to their phonic knowledge. Each child reads books to match their phonic knowledge. Ongoing assessment means that groups are constantly adjusted to ensure best progress for each child.