



Lighting up a love of learning

Early English and Phonics

What is the intent?

Our fundamental aim is to teach every child to read and write as quickly as possible as we believe these fundamental skills open endless doors of opportunities to the wider curriculum. We aim for our children to be enthused about reading and writing and to develop a life-long love for literature.

We strive to teach children to read accurately and fluently with good comprehension, as well as develop the habit of reading widely and often, for both pleasure and information.

At Berrow, we believe that developing a life-long engagement with books and wider literature, is essential for each child to achieve excellence across all aspects of the curriculum. We know that children who read, and are read to by others, achieve significantly improved outcomes when compared with peers that do not read, or are not read to as widely.

We incorporate reading, writing, speaking and listening into our Early English curriculum through phonics, book talk, role play, poetry and exposure to early writing opportunities in Preschool and Reception. We believe our Early English curriculum is essential to ensuring our children make a strong start to their educational journey.

Implementation

At Berrow, we are dedicated to enabling our children to become enthused, engaged and successful readers. To achieve this, we implement structured daily phonic lessons where phonetic knowledge is developed. We use the Read, Write, Inc programme to deliver a highly successful, rigorous reading programme which is carefully matched to the new curriculum. Children progress through 3 sets of sounds, allowing them to learn the essential 'building blocks' of words to help them read and spell with greater fluency.

Early reading takes place across the school for 40 minutes per day 8.50-9.30am.

They are taught in small groups by our early reading teaching team who have all had specific and specialised training in RWI. All of our RWI lessons are taught using a consistent and repeated approach.

- **Revisit** the phonemes (sounds) already learn
- **Teach** new phonemes and graphemes
- **Practise** new phonemes learned
- **Apply** the new phonemes by reading and writing words
- **Assess** the new knowledge

All staff who deliver the RWI programme have been trained which has given them the skills, knowledge and confidence to plan, deliver and assess phonics to a high standard. Staff are very clear on progress expectations and which sounds children are expected to know by each half term. Reading leaders, teachers and teaching assistants use their professional judgement on a daily basis to assess the children in their group, and identify any gaps in children's phonetic knowledge.

Throughout Early Years and KS1, children are assessed formally each half term by the reading leader and placed in specific focus groups which means that children's individual needs for phonics are being met alongside children of the same ability.

Daily observations and formative assessments of children's phonic knowledge, coupled with a robust assessment approach each half term, ensures children are given the correct book which is carefully matched to their phonic understanding, and the acquisition of sounds which have been taught.

Equally, this means children are issued with the correct home reading book for them to enjoy at home, thus allowing them to experience early reading success, gain confidence and consolidate the learning that takes places in school.

End Points

In EYFS, they are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make – such as 'sh' or 'oo' and then blend these sounds together from left to right to make a word. Children can then use this knowledge to 'decode' new words they hear or see.

In KS1 we continue to develop children's phonics knowledge through the RWI scheme. The children learn set 2 and 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound ('graphemes'), for example ay, a-e, ai. This enables children to become more confident with not only their reading, but also spelling and develop skills which are transferrable to their Literacy.

In Year 1 there is a greater emphasis on the reading of the sounds, whereas in year 2 this progresses by using the graphemes more in spelling. The RWI sessions across EYFS and KS1 are expected to occur each day, as the continuity and pace of the programme is key to accelerating the progress of children's reading development. Once completing the programme Year 2 move towards whole class reading.

All staff (including those who are not classroom based) are trained and the expectation is that these staff will provide cover for staff absence, should the need arise. In this way, daily provision is consistent and uninterrupted. Each session is broken up into different parts including: revision of previous sounds taught, teaching of a new sound, reading words with the new sound and writing them. Children are grouped for daily reading sessions across EYFS and KS1 and during this time use RWI phonic based reading books. This ensures that there is consistency between our phonics and reading sessions and that children apply their new phonics knowledge to reading books, giving them a purpose and sense of achievement. Phonics is also embedded across the curriculum and the children are encouraged to use phonics to support them in a range of work. Phonics is displayed in each classroom across the school. Children are encouraged to use these to support their writing in all lessons across the curriculum.

The impact of excellent teaching will mean as a reader leaving Berrow, every child will:

- develop a lifelong love for reading with confidence, curiosity, awe and wonder
- become confident, fluent readers and increasingly accurate spellers
- the ability to decode and work out unfamiliar words in any new texts they encounter even when they have come to the end of the RWI Scheme of learning
- develop fluency, prosody and expression
- understand the importance of reading and door of opportunities it opens throughout the curriculum and within the wider world
- be equipped with rich vocabulary which will enable them to raise the standard and quality of their spoken and written vocabulary