



SCHOOL POLICY ON THE TEACHING OF PHONICS AND READING

Reading Intent

At Diamond Hall Junior Academy, we believe that being able to read well is a fundamental life skill for every child, whatever their background. Reading is at the heart of our curriculum and championed by our whole school community in order to inspire our pupils to develop a life-long love of reading. We strive to create a reading culture in our school whereby children are immersed in limitless reading opportunities, both for pleasure and to gain knowledge, which challenges and motivates them to read more. We use a variety of approaches to teach reading, seizing every opportunity to spark our children's interest.

Our mission is for every child to become a fluent and confident reader. We prioritise the explicit teaching of reading skills, including the development of children's phonetic skills, where needed, allow them full access to the wider curriculum.

Reading widely and often increases pupils' vocabulary as they encounter words they would rarely hear or use in everyday speech. We intend to provide children with reading experiences that will lead to rich language development, so by the time children leave Diamond Hall Junior Academy; they are empowered with a breadth of vocabulary that they can build on in their future prospects.

We believe that reading feeds the imagination and curious young minds of our pupils, giving them access to worlds and experiences different to their own. We immerse our children in a vast range of reading materials and teach our children to be inquisitive readers who gain a thirst for exploring, discussing and questioning a range of genres. We want our children to value reading and have the confidence and knowledge to be able discuss authors, styles and genres, and recognise the types of books they enjoy, sharing recommendations with their peers.

Ultimately, through our curriculum, we are passionate about promoting a life-long love of reading, encouraging our pupils to see reading as a way to relax and as a desirable past time. What's more, knowledge is power, and we believe reading is the key to knowledge. This is why we want every child at Diamond Hall to see himself or herself as a reader and view reading as something that should be valued and treasured now and for the rest of their lives.

Phonics

At Diamond Hall Junior Academy, we believe it is vital for the teaching of phonics in the early years of reading to provide all children a solid foundation for learning. In some cases, children who come to us from KS1 still require that fundamental teaching of phonics.

We use RWI as our primary scheme to teach phonics. This is a systematic, fast-paced approach ensuring coverage and progression. The targeted children are given time to practise and consolidate their growing knowledge. Within daily RWI sessions, children are encouraged and supported to not only develop their decoding skills but also their comprehension and fluency.

The programme is for:

- Any pupils in Years 3, 4, 5 and 6 who need to catch up rapidly In Read Write Inc.

Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils who need the RWI programme, is to complete it as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level. They will also in a better position to access texts used across all areas of the curriculum.

Once children complete the Read Write Inc. Phonics programme they are taught in their year group using a range of high-quality reading resources, including classical texts. This integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills. At the heart of our reading lessons is the enjoyment of and engagement with a variety of texts. Pupils are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.

Pupils are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. All grammar is taught within the context of the texts being studied and the writing cycles to ensure it is meaningful for children.

Pupils are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Pupils answer every question with a partner, comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how pupils are learning throughout the lesson.

Reading Environment

Creating a love of reading is a large and exciting part of what we do at Diamond Hall Junior Academy. Each year group fosters a love of reading through providing an inviting reading area, many opportunities to relax with a good book, visits to the class library and shared reading areas and through the sharing of exciting texts in class. Reading displays, both around school and within classrooms, promote a love of reading. A motivational Accelerated Reader display in the library is used effectively to celebrate weekly progress of words read as a school and by each class.

Reading Domains

The eight reading domains are the focus of our in class reading lessons: looking at words in context, retrieving information, summarising ideas, justifying views, predicting, making connections and meanings, looking at language choices and making comparisons. During whole-class reading sessions, our pupils are taught these skills to question, discuss and explore ideas and concepts by engaging in discussion with their peers and teachers as they discuss themes and conventions which promotes our focus on Oracy in the classroom and the development of higher order reading skills.

Reading Events

Reading is valued by our whole school community, we enrich our curriculum and promote our love of reading through author visits and national events including World Book Day, National Poetry Day and National Story-telling Week. Reading achievements are recognised to motivate our children and to raise the profile of reading.

Reading Lessons

Whole class reading lessons are taught through a progressive scheme. 30-minute daily reading lessons take place in KS2 and during that time those who require RWI intervention get their daily RWI session. Reading lessons, as well as daily story time, are built into the weekly timetable.

Reading scheme

Within our scheme, key knowledge is revisited and built on so children remember more, can do more and know more and skills are built upon year by year and across years. Across each half term, there is a careful balance of fiction, non-fiction and poetry. We have carefully mapped out high quality whole class texts, using the five plagues of reading, within our English curriculum to ensure our pupils have access to a wealth of quality reading materials, exposing our children to language and classic texts which they may find too challenging to read independently.

The five plagues of reading are:

- Archaic - These are texts which were written a long time ago when different words were used as well as word order and sentence structure.
- Non-linear time sequences - Stories do not always start at the beginning and move step by step through time to the end. They jump around time and can spring forwards or backwards with little warning.
- Narratively complex - These texts include books with multiple narrators, unreliable narrators, a naïve narrator or narrators that interject in the story.
- Complexity of story (plot/symbolism) - Following multiple plots which are interwoven is obviously more complex than following a single plot.
- Resistant texts - Texts written to deliberately resist easy meaning-making by readers. The reader must assemble meaning around nuances, hints, uncertainties and clues.

Types of reading:



Reasons to Read

Reading lessons are centred on our three fundamental principles of 'Reasons to Read'

- Enjoy
- Decode / Fluency • Reasoning

Enjoy

All children should enjoy and take an interest in what they are reading. Children should enjoy reading independently and actively listen to stories read to them. Texts are therefore carefully selected to ensure children can engage with the content and develop a love of reading. Where this is non-fiction, children should develop a love of learning and acquiring new knowledge through what they have read.

Enjoyment can be seen through active reading which can be described as fully engaged reading and responsiveness to a text. Active reading is reading in the moment.

Fluency

To be able to enjoy a story, children need to be proficient in decoding and become increasingly fluent in their reading in order to focus on comprehension. The majority of reading lessons will therefore incorporate reading for fluency through a variety of activities such as partner reads, reading out loud, performance reading and independent reading.

Fluency can be recognised as word reading accuracy, pace, expression, intonation, volume and emotion and abiding by punctuation demarcations.

Reasoning

This should be embedded into each lesson. Greater depth is identified as: explanation and reasoning, independence, commenting and discussing, understanding authorial intent and use of language. All children should be given the opportunity to access reasoning challenges. This could include: describe, explain, justify, convince, prove questions.

Greater Depth

Reasoning is an essential skill for our greater depth readers. Greater depth readers can be characterised as pupils who display:

- an ability to explain what they read and reason about use of language, techniques, actions and events.
- a wide and varied vocabulary – they understand nuances of language and able to draw upon an expansive vocabulary to articulate points.
- an ability to explain what words mean and offer synonyms as alternatives.
- an understanding of the subtleties of humour within texts.
- an ability to comment on authorial intent appropriately.
- a range of inference skills across all genres.

This means that in lesson, greater depth readers: explain and reason, show independence, comment and discuss and demonstrate understanding of authorial intent and use of language, grammar and vocabulary.

Lesson Design

Reading lessons are structured as follows: Monday and Tuesday's lessons centred around high-quality fiction texts linked to the writing curriculum, and Wednesday and Thursday's lessons exploring challenging, high-quality and vocabulary rich non-fiction, fiction and poetry texts closely linked to other aspects of the curriculum such as Science, History, Geography etc. Friday's lesson is an unseen age-appropriate text with a range of accompanying questions, such as CGP 10 minutes tests.

Reading fluency:	Read the Text
Retrieval	Retrieval quiz
Developing inference and understanding by utilising all reading strategies to explore text: <ul style="list-style-type: none"> • Reading Skills: • Retrieval • Background knowledge • Prediction • Vocabulary • Inference • Asking questions • Summarising 	Inference activity Vocabulary / language activities. Identifying the reading domain Answering a range of questions

Reading activities may include:

- ✓ Discussion
- ✓ Multiple choice
- ✓ Ranking/ordering

- ✓ Matching
- ✓ Labelling
- ✓ Find and copy
- ✓ Short response
- ✓ Investigate
- ✓ Open-ended response
- ✓ Balanced arguments
- ✓ Comparing texts
- ✓ Quizzes

