



Overview of Phonics at Saint Nathaniel's Academy



Read Write Inc

The programme is centred around success for the children- confidence and enjoyment in reading is the key. The lessons run over 5 days and develop both decoding and comprehension skills. The children have the opportunity to develop their vocabulary and talk about the books they are reading. Adults model reading strategies and children work together with a partner promoting peer support and confidence. Half termly assessment ensures children make progress and keep up in reading.

Phonics / Speed Sounds

Each Read Write Inc lesson begins with a 'Speed Sounds' lesson. This is where children are taught a new sound (GPC). Each week children will learn 2-3 sounds, and will revisit previous sounds taught. The lesson follows the same pattern each day so children quickly become familiar with the routines and sounds. A new sound is introduced with a corresponding rhyme. Children are encouraged to identify the new GPC when hidden among already taught sounds. There is then the opportunity to practise reading the sound in decodable words. The new words are then reviewed with decodable words containing previously taught GPCs. Reading is assessed by asking the children to read the sounds in nonsense words. This session ends with further reinforcement of the GPC through spelling words containing the taught GPC and known GPCs.

Story Session

Each book is studied in depth over the week. In the first session sounds that are covered in the story are reinforced by children working in partners to quickly read the sounds at the front of the book. Next, the children practice their Fred talk reading words that they will meet in the book. The teacher also uses my turn your turn to develop instant recognition of red (tricky) words. The teacher then introduces the story in a way that engages the children. Decodable words from the story are reviewed to check any vocabulary that the children may be unfamiliar with. By this point in the session, the children have already read many of the words they will meet in the story. They are familiar with the storyline and are familiar with any new vocabulary so now take turns to read the story. Partner 1 points to the words, whilst partner 2 reads – the partners then swap at the bottom of each page. The teacher then reads the story to the children to model reading with fluency. Finally, the children re-read the story and discuss the questions at the back of the book. The final read focuses on reading with fluency and expression.

Promoting Reading for Pleasure

Each class has a choice of well selected class books, chosen for vocabulary, diversity of author, dealing with specific themes. These books can be taken home by the children as a library book. Half termly regular readers are celebrated with a certificate and one child is randomly selected from each phase to win a book. We actively celebrate 'World Book Day' with an inclusive focus on one book across the school.

Support for Parents

Parents are kept up to date with their child's progress through Boom reader, Class Dojo and opportunities to share reading in school. These events include: Mystery Readers (EYFS); Drop Everything and Read (Y1); Reading and Craft workshops (Y2) and our scholastic book fair. Our child-led newsletter 'St Nat's News for Kids' actively promotes reading with articles about class books.

