

WOOLGROVE SCHOOL, SPECIAL NEEDS ACADEMY  
**PHONICS AND READING**

### **Phonics**

Learning all the 44 phoneme sounds and then being able to use them to build words is quite a complex activity and so initially, phonics is generally taught as a separate skill. The Phonic Scheme is used as a basis for combining oral work, reading and writing. At all stages, care is taken to use the correct pronunciation.

We have a whole school approach to the teaching of phonics. The school follows the 'Letters and Sounds' programme and teachers pitch their teaching at the appropriate phases for their children. There are opportunities for classes to work collaboratively in order to allow for more effective differentiation as well as clear progression across the school. Teachers follow the recommended structure set out in the 'Letters and Sounds' documentation produced for schools by the Department for Education in 2007.

In addition to phonics, children are also encouraged to gain an understanding of alliteration, rhyming words and the number of syllables within words. Children are also encouraged to recognise words by sight. This may be done through the use of flashcards, word walls, reading books, matching games and labels around the school.

The school uses a wide variety of resources to support the learning of phonics, there are many different kinds of 'hands-on materials' computer software and books. Phonics' Bug is a new acquisition which not only has the usual reading resources but allows for on-line reading materials accessed by pupils at home.

### **Approaches to reading**

Reading is taught both discretely and as an integral part of the curriculum. Pupils are encouraged to become confident, enthusiastic, reflective and independent readers. They experience print in a variety of forms and for a variety of purposes and read for enjoyment, information and interest.

Children participate in shared reading, guided reading as well as individual reading. Through these methods, children are encouraged to decode text in a variety of ways, such as phonic decoding, recognizing letter patterns/rhyme and reading for meaning. Children are shown how to derive meaning from unfamiliar texts and they are encouraged to share personal preferences and opinions about books.

### **Reading Schemes**

Books are organised according to National Book Banding levels and children are appropriately placed within these levels. The 'Bug Club' reading scheme is used as the core scheme for reading; in addition to this, to develop further confidence, enjoyment and independence, children are encouraged to choose freely from an appropriate selection of books within their level. Children's responses to the text are also recorded and discussed.

## **Wider Reading**

Children have regular access to a well-resourced library within the school. They are encouraged to select, borrow and return books, reflecting a real life scenario. This is an opportunity for children to be independent and make personal choices of books that they are interested in. Children are encouraged to take these books home to share with parents/carers/siblings. Children are also invited to reading events, such as book fairs.

## **Links with Home**

As mentioned, children are given the opportunity to take home school library books for shared reading. In addition, children have a reading scheme book to take home daily. Parents are encouraged to report back on how their child reads at home. Workshops on various aspects are offered to parents to help them support their child at home.

## **Monitoring**

Teachers are responsible for recording and assessing the individual reading of each child, both formatively and summatively. As a school we currently use the Salford Reading Test to provide the reading age of each child. Subject co-ordinators are responsible for an annual walkabout to monitor reading records kept by individual teachers, as well as an informal discussion on reading within each classroom.

Children are given the opportunity to:

- Experience a multi-sensory approach to reading.
- Understand the features of a book and how it works
- Have an interest in words and their meanings
- Use a range of strategies, which will help them to read with meaning, fluency, accuracy and expression.
- Use appropriate reading strategies to find and interpret information.
- Reflect on their reading and offer a personal response to a wide range of texts.
- Understand how the format and language changes with different genre.
- Use inferential skills to find meaning beyond the literal.
- Appreciate the tools of the writer and the techniques used to involve the reader in the text and to build these strategies into their own writing.
- Appreciate the work of individual authors, illustrators and publishers.
- Read for and with other children and adults in a variety of situations.
- Use a range of resources, including classroom materials, the school library and ICT for a range of reading materials.