

# Reading and Phonics at Woolgrove School

## Reading

Reading is taught both discretely and as an integral part of the curriculum. Developing communication skills for children at Woolgrove is essential for our non-verbal communicators. Reading is a key skill that will enable them to become effective communicators within the school, their home and the wider community. The children are taught to communicate by using objects, photographs, symbols, words and sentences. This then teaches the children that these forms of 'reading' convey meaning. Children are encouraged to recognise print (including symbols) in their environment and to know that 'print' conveys meaning. Pupils will gain and develop these skills using a multi-sensory approach to reading incorporating a range of activities such as word games, matching games and visual discrimination activities. Sensory stories and story massage is used to develop children's engagement and enjoyment of reading, as well as using IWB, ipads, singing and signing to develop understanding. Children have the opportunity to participate in shared reading as well as individual reading and where appropriate, some children will take part in group reading sessions. Teachers model and use a variety of texts including: nursery rhymes, poems, stories and non-fiction. 'Buddy' classes provide the opportunity for pupils from another class to come together to share books from their classrooms or library, to enable children to foster the love of reading.

## Phonics

In line with the Rose Review, we have adopted a whole school approach for the teaching of phonics. Teachers assess their classes using the 'Letters and Sounds' phonics assessment tasks and use this to pitch the lessons at the appropriate phases. This also allows for a more personalised approach to the teaching of phonics, in line with each child's ability. There are regular opportunities for both discrete and explicit timetabled phonics lessons, which follow the recommended structure set out in the 'Letters and Sounds' document. Woolgrove have made some small adaptations to the sequence of Letters and Sounds so that it corresponds to the appropriate bands from Classroom Monitor.

In addition to phonics, children are also encouraged to recognise words by sight. This may be done through the use of flashcards, reading books, matching games and labels around the school. Woolgrove have produced their own programme to support the development of word recognition. Pupils begin with 'picture' matching activities, followed by 'picture/word' matching and 'letter' matching and finally progressing to 'pink words'. 'Pink words' are a series of high frequency words that children work through in order to help commit key words

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to memory. These words are developed to be used both in school and at home, with sight word activities being used alongside reading.

Our aims for teaching and learning within spelling are to enable children to:

- Recognise letters and the sounds they make.
- Match and learn high frequency words through the use of 'pink words'.
- Attempt words for themselves using a range of strategies.
- Use phonic knowledge to attempt to spell an increasing repertoire of words.
- Write an increasingly wide range of words from memory.
- Use a variety of resources to help with spelling e.g. dictionaries, word banks and the classroom environment.
- Begin to develop an understanding of spelling patterns and rules.
- Use a range of strategies to learn spellings.