

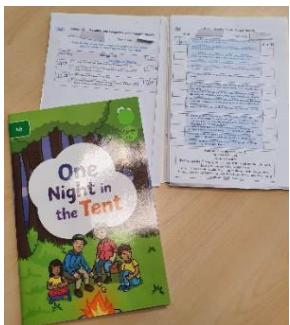


An Overview of Reading and Phonics at Woolgrove School

Reading

At Woolgrove School we recognise the importance of reading, and we strive to provide a range of opportunities to ensure pupils have a positive view of reading and are able to make as much progress as possible in this area. For many of our pupils, learning to read or understanding what they have read, may be challenging and so Woolgrove has created a series of reading targets at different levels which enables each pupil to work on a personalised reading journey by identifying and working on their next steps. Pupils gain and develop these skills by working through a range of activities. Some activities may not involve direct reading of books but may be developed through the use of iPads, computers, singing nursery rhymes or by talking about pictures or objects linked to a story. 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.



Every child has the appropriate level target sheet in their reading record and specific, individual reading targets are identified for the pupil to work on. This ensures that all staff have a clear understanding of what the child needs to learn and what the next steps are. Parents also have access to the target sheets and are able to work on the targets if they would like to. Each class aims to hear pupils read three times a week and parents are encouraged to read with

their child as regularly as possible and add comments in the reading record book. A reading resource pack has been created that staff can use to help teach and assess targets more easily.

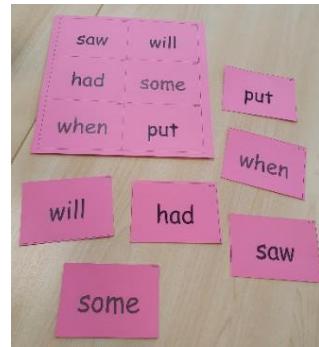
All reading books are clearly labelled, following the reading book band levels and phonic levels. Due to the range of texts within the early reading bands, pink and red level reading books have been levelled further, by dividing them into three levels (pink, 1,2,* and red 1,2,*). We have also divided our books into 'phonic books' and 'label/repetitive books'. This enables staff to select the most appropriate type of book for a pupil for a particular period of time, linked to the child's targets. Where appropriate, pupils will be encouraged to



choose their own book from a selection of books in the reading boxes or from their classroom. Woolgrove follows the DfE validated 'Twinkl' phonics scheme and has purchased a range of new reading books from the scheme.

Developing letter knowledge and sight words – Pink words

Woolgrove has produced its own programme to support the development of word recognition. Pupils begin with 'picture' matching activities, followed by 'picture/word' matching, 'letter' matching, and finally progressing to 'pink and yellow words'. 'Pink/yellow words' are a series of sets of high-frequency words, which include the 'common exception words' that the children work through which helps them to commit the words to memory. This, in turn, builds fluency when reading. All the above activities have been developed to be used both in school and at home. Some pupils will be working above this stage and will therefore not need any of the additional resources.



See and Learn

For a small number of our pupils, we use the 'See and Learn' method of reading, alongside our usual reading practice. This is an intervention that has been specifically created for pupils with Down Syndrome.

Promoting the enjoyment of reading and the love of books.



At Woolgrove we strive to promote an enjoyment of reading and the love of books by providing regular opportunities for our children to listen to and enjoy stories, nursery rhymes, poems and non-fiction books. Pupils have access to a range of books within their class 'reading corner' or outside 'story shed', as well as access to fiction and non-fiction books in the school library. Each class has a weekly dedicated library session so that pupils can spend time looking at the books and

listening to stories. Classes also have a 'buddy' class that they meet with regularly to enable the children to enjoy looking at and sharing books with others from outside their own class. This also provides the additional opportunity for some pupils to think about the types of books that their buddy might enjoy, which can be a difficult concept for some of our pupils.





The library has been reorganised to ensure the books are of interest to our children and are also at an appropriate level. New books have been purchased based on the children's interests as well as books that link to new topics being studied in class.

Teachers and teaching assistants regularly read books during story time sessions and in addition to this, pupils take part in 'big book' sessions as part of literacy lessons. We have created a variety of story sacks that enable staff to deliver a more interactive story session. These will help the children gain a better understanding of concepts within the story, as well as increase engagement and interest. Sensory stories are used to develop children's engagement and enjoyment of reading, as well as using IWB, iPads, singing and signing to develop understanding.



Each year we take part in World Book Day and the whole school is encouraged to dress up as a character from a book. Each class studies a book and carries out related work. We arrange for authors to visit the school and carry out sessions with classes. During Play and Learn sessions (PAL) children have access to a range of literacy activities that have been planned to engage children in hands-on learning. At playtime, when appropriate, pupils have the opportunity to look at books and dress up in fancy dress outfits. This helps develops children's imagination and increases their opportunity to use language, interact with others and role-play characters from stories.

Children are encouraged to read and share books at home with parents, siblings and friends and we've also had competitions to find the strangest/most interesting place where our children have read a book!

We also promote an interest in reading through trips out, encouraging pupils to read signs, notices, labels etc in the environment. Our children are regular visitors to the local parks, farms, shops and swimming pool.



One of our deputy heads, Mr P, has recorded several of our children's favourite stories that can be watched and listened to at home. These recordings can be found on the Woolgrove school website (www.woolgrove.herts.sch.uk).

Phonics

At Woolgrove we use a whole school, systematic, synthetic approach to teaching phonics. Phonics is based on 'Letters and Sounds' and Woolgrove subscribe to the DfE validated 'Twinkl' phonics scheme to support the teaching of phonics across



the school. The Twinkl Phonics Programme offers a coherently planned sequence of lessons that staff adapt and build on as appropriate for our pupils. Woolgrove use a range of active and multi-sensory activities including mnemonics visual letters, song, rhyme, sign and actions to ensure our pupils can make the best possible progress in this area.

Across the school, the children take part in regular phonic sessions. Pupils are usually divided into groups within their class and activities are taught at the appropriate level. This also allows for a more personalised approach to the teaching of phonics, in line with each child's ability. Once the children have learnt the initial first 4-6 letters (satpin), they are taught how to blend and segment the phonemes to read and make/write words, and then further letters and words are introduced. However, for some of our children, the process of blending and segmenting is difficult and so supplementary strategies are taught to help overcome this difficulty. All pupils will be taught phonics and will work through the sequence of the different phases. NB 'phases' are referred to as 'levels' in the Twinkl phonics scheme.



Level 1: Children are taught to discriminate between and use auditory, environment and instrument sounds. We cover: Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds, Oral Blending and Segmenting and Syllables. This phase has a strong emphasis on phonological awareness and this builds the foundations for phonics through Levels 2-6.

Level 2: Phonemes/sounds and graphemes/letters are introduced systematically. Pupils also learn to develop and apply, blending and segmenting skills for reading and writing.

- *Blending* - Bring these sounds together l/o/g/ to make a word (log)
- *Segmenting* - Separate the sounds in log (l/o/g)

Letter progression order

s a t p i n m d g o c k c k e u r h b f f f l l s s

Level 3, 4 and 5: Children develop and broaden their knowledge of graphemes and phonemes. Level 5 focuses on phonetically decodable two-syllable and three-syllable words.

Level 6: Children build fluency and accuracy in reading and spelling, explore spelling patterns and grammar and develop skills in the spelling of common exception words.

Carbohydrates form first line of the diet	<input checked="" type="checkbox"/>	M	M	M	M	M	M	M	UNIDENTIFIED	M	M	M
Carbohydrates form first line and are the most abundant source of energy for the rest of their body	<input checked="" type="checkbox"/>	M	M	M	M	M	M	M	UNIDENTIFIED	M	M	M
Shapes the rest of their body	<input checked="" type="checkbox"/>	M	M	M	M	M	M	M	UNIDENTIFIED	M	M	M
In beginning of their life	<input checked="" type="checkbox"/>	M	M	M	M	M	M	M	UNIDENTIFIED	M	M	M
Carbohydrates 1 letter of the alphabet (but not the vowel letters)	<input checked="" type="checkbox"/>	M	UNIDENTIFIED	UNIDENTIFIED	M	UNIDENTIFIED						
Carbohydrates 1 letter of the alphabet (but not the vowel letters)	<input checked="" type="checkbox"/>	U	U	U	U	U	U	U	UNIDENTIFIED	U	U	U
Can write them all in one line	<input checked="" type="checkbox"/>	U	U	U	U	U	U	U	UNIDENTIFIED	U	U	U

Teachers regularly assess pupils' progress using the Classroom Monitor assessment programme which is used to monitor progress and identify next steps. This also allows for a more personalised approach to the teaching of phonics in line with each child's ability.

Teachers plan activities based on the teaching of synthetic phonics. However, some children will take a considerable amount of time to commit phase 2 phonemes and graphemes to memory and consequently will require short, regular teaching sessions using a wide range of active and multi-sensory activities to help develop the child's phonics knowledge at this level. This may include using mnemonics, visual letters, sensory activities, song, rhyme, and actions to help pupils recognise, remember and recall the phonemes and graphemes.



For some pupils, they may benefit from additional teaching methods, particularly for those children that have difficulty with blending and segmenting. Classroom Monitor targets have been specifically created by Woolgrove to support pupils to

Word Family Mat									
ab	ad	ag	at	ap	an	am	ed	id	it
ab ab	ad ad	ag ag	at at	ap ap	an an	am am	ed ed	id id	it it
ib ib	id id	ig ig	it it	ip ip	in in	im im	et et	id id	it it
ob ob	od od	og og	ot ot	op op	on on	om om	en en	id id	it it
ub ub	ud ud	ug ug	ut ut	up up	un un	um um	en en	id id	it it
ab ab	ad ad	ag ag	at at	ap ap	an an	am am	ed ed	id id	it it

work through small, sequential steps that gradually build towards and support the learning of blending and segmenting of CVC words. Alongside synthetic phonics, some pupils may benefit from being taught CVC words through 'Word Families', eg 'groups of words with the same ending: 'c-at', 'f-at', h-at' etc