



Reading at Toner Avenue

Updated: April 2021
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Intent

“Literacy is the single most significant skill needed to function effectively in school, in the workplace, and in society...it is vital to a successful education, career and quality of life”

Anon

At Toner Avenue, we believe that reading is a vital skill that opens doors to a successful school career and future. As a school, we aim to share our love of reading and inspire children to become passionate, lifelong readers. We aim for our children to become confident readers, who can decode fluently and develop excellent comprehension skills.

Implementation

We are developing a reading strategy within school, beginning with phonics and early language, to guided reading sessions, whole class reading sessions and one to one reading to inspire children to become competent, passionate readers.

Phonics

Phonics is a way of teaching children to read and write. It is the ability to hear, identify and manipulate sounds and to understand that a sound is represented in different ways.

At Toner Avenue, we use the ‘Sounds Write’ scheme. It is based on extensive research on the cognitive load theory and we feel that it will work effectively for the children in our school.

The sounds Write programme begins with the sounds in the language and moves from the sounds to the written word.

Training requirements

All teachers and support staff attend a four-day course (or online equivalent) based on the method on a rolling basis. The course informs staff about aspects of delivering the programme. It also allows teachers the opportunity to practise the lessons under the guidance of well-qualified trainers and return to the classrooms ready to begin teaching the method with little further preparation. Each teacher that has completed the training is given a Sounds~Write manual to use when planning.

Teaching and learning

As a whole school, we are committed to using the Sounds-Write (linguistic phonics) approach to assist the children from reception to year 3 to learn to read, write and spell independently with accuracy, understanding and confidence. The Sounds-Write approach ensures that:

- A) Children develop key concepts about the way English is written.
- B) Children practise the skills essential for reading and spelling accurately.
- C) Children learn the sounds and the spellings of English.

Key Concepts

Through the sounds-Write programme children will understand that;

Concept 1

Letters represent sounds

NB: Letters do not ‘make’ sounds they represent them and, as teachers and learning support assistants, we should be careful that, when we are teaching children to read, we use appropriate phrases to reinforce this e.g. ‘what sound do you say for this?’ (Pointing to letter or letters) not ‘what sound does this letter make?’

Concept 2

A sound can be spelled with 1,2,3 or 4 letters.

The English language contains single letter spellings. For example, in the word ‘cat’ c-a-t. These are relatively simple to read and spell. However, many sounds are spelled with two or more letters e.g. oa in boat, ou in out and igh in high.

These present more of a problem for a non-skilled reader and will need to be pointed out by the teacher and practised by the child.

It is important to understand that letters don't make sounds, they represent or spell them.

Concept 3

In English the same sound is often written with different spellings (same sound, different spellings).

In English every sounds that we say can be represented by at least 2 different spellings. In many cases the number of different spellings of the same sound is much larger; maybe 8 or 9! The sound 's' for example is written in different ways in these words:

Sat, city, voice, mess, house, listen, scent.

There are 44 speech sounds and around 175 different ways to spell those sounds, using a combination of the 26 alphabetic letters. New readers must learn that there are more ways than one to represent the same sound so that they learn to look very carefully in order to spell well.

Concept 4

In English, the same spelling can spell different sounds

For example, <o> spells the sound /o/ in dog, /oe/ in go and /oo/ in do. Readers need to be able to swap sounds (phoneme manipulation) to read the word accurately if another possible sound for that spelling has been tried first.

It provides clearly structured, easy to follow lessons which are important for consistency throughout. It is developmentally appropriate for beginning readers at each stage in Reception, Year 1 and Year 2. It also offers fast and effective intervention for those who have fallen behind in their reading and spelling. It places emphasis on giving practise that is grounded in physical, concrete experience of the ideas and conceptual understanding that pupils need to assimilate. It also has a focus on the three essential skills of segmenting, blending and phoneme manipulation, necessary for reading and spelling, until the children achieve the automaticity that underlies the fluency of every successful reader.

The books the children are able to read at home and in school at this early stage of reading are matched to their current phonic ability to allow them to practise and consolidate their reading skills learned in their phonics lessons.

Skills

Blending

Words are composed of sounds, in order to read we need to be able to blend sounds together and at the end 'hear' a meaningful word. Daily practise in the Sounds-Write lessons will develop good blending.

Segmenting

Because the English written language is a sound > spelling code it is important that children are taught to segment the sounds in words so they can read and spell with ease. Through segmenting children have the opportunity to notice the ways in which the individual sounds are spelled.

Phoneme Manipulation

Skilled readers are able to add, change or omit sounds in words and understand how this manipulation of sounds makes new words. This skill of phoneme manipulation is essential so that a new reader can swap sounds around to deal with same spelling-different sound.

Code Knowledge

For skilled fluent reading it is vital that children have a thorough knowledge of the spelling code of the 44 sounds of English. The code is taught through multi-sensory activities and lessons where the children are building whole words sound by sound, reading words and writing words.

Initially we work with words where the spellings are 1:1 (sound:letter).

Later we move to 2 letter spellings and we teach the spelling alternatives for the sounds. In each school year, we extend the number of sounds taught and also the number of spellings covered.

Children need to be taught explicitly and extensively how the sounds of English are written. This teaching and learning should be repeatedly revised and reinforced during daily reading and spelling activities. The code should not be allowed to remain a mystery to pupils.

The Sounds-Write (linguistic phonics) programme is based on extensive research which has isolated and examined the processes involved in learning to read and spell. Each component of the programme is carefully designed so that the developing reader/writer can be guided by explicit instruction at every critical point.

Through whole class instruction, intervention, small group practice all children in our school will be equipped with the necessary concepts, skills and knowledge to become independent in reading, writing and spelling.

As with all tasks some children will learn quicker and some will need extra practice and teaching. Each child's progress will be commensurate with their level of ability.

Programme

The programme is split into 2 sections, the initial code (Reception) and the extended code (KS1). The children are taught that the sound can be represented in different ways, this is how we teach the 'tricky' words.

The Initial Code

UNIT	SKILLS	KNOW CODE	LEDGE CONCEPTUAL
	To segment, blend & manipulate phonemes in words with the structure:		
1	CVC	a, i, m, s, t	Phonemes can be represented by graphemes with one letter
2		n, o, p	
3		b, c, g, h	
4		d, e, f, v	
5		k, l, r, u	
6		j, w, z	
7		x, y, ff, ll, ss, zz	Some graphemes are written with a double consonant
8	VCC and CVCC 2 consonants in final position 3 & 4 phoneme words		
9	CCVC 2 consonants in initial position		
10	CCVCC, CVCC and CCCVC 3 adjacent consonants 5 phoneme words		
11		sh, ch, th, ck, wh, ng, qu	Some graphemes are written with two different letters

The Extended Code

*Continue to practice the skills of segmenting, blending and phoneme manipulation.

* Develop key concepts:

- A sound can be spelled with 2 or more letters
- Same sound but different spellings
- Same spelling but different sounds

*Learn the sounds and the spellings of the 44 sounds of English. (Extended Code Units)

Poly-syllabic Words

Children will be taught that longer words comprise of separate syllables and that within each syllable the sounds are spelled. The syllables can be segmented and blended to read and spell these longer words. The lessons will allow pupils to read and spell 2, 3 and 4 syllable words accurately.

Children will be taught about the common schwa (weak vowel) and how to deal with it in reading and spelling.

The Extended Code continues in Y3 where more complex spelling sound correspondences are introduced.

Throughout this coming year, we are rolling the methods of Sounds Write out into KS2 to improve spelling throughout school.

Guided Reading

In KS1 the children take part in guided reading sessions, in which they develop their decoding skills reading a book closely matched to their phonics level. The children have the opportunity to discuss texts in a small group so also being given the opportunity to develop their comprehension skills through retrieval, inference, choice, predictions and discussing specific vocabulary. The books increase in complexity as the children develop as readers.

Whole Class Reading

In KS2 the children take part in whole class reading sessions, where books are chosen from our school specific reading spine, which incorporates Lemov's '5 Plagues of Reading'. This allows children who are now able to decode fluently to develop deeper comprehension skills and a wider vocabulary through more challenging texts.

Home Reading

All children are able to take books home to read from our incredible library. Initially, the children take a book which is closely matched to their phonics level and one other book to read with an adult for pleasure. Once the children are fluent, they move on to our banded library books. Children are encouraged to read at home regularly through half termly 'reading rewards' which they earn from completing a set number of 'reads' at home.

Intervention

Children who are not meeting age related expectations are given personalised targets and have regular phonics and reading intervention throughout all year groups. This is monitored regularly to ensure the children are making progress.

Reading for Pleasure

As a school we aim to promote a love of reading through choosing books which will engage the children through our class reader. Our learning is linked to texts wherever possible. We are currently taking part in a Reading for Pleasure project, to improve the love of reading in school even further.

To promote a love of reading we:

- Have visits to Waterstones to spend World Book Day tokens
- Invite Reception parents in to school for a weekly story time and library session
- Have virtual guest author visits
- Celebrate World Book Day
- Upload videos of the staff reading on Facebook
- Have a set of books that we take out to the yard for children to



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In order for children to distinguish between reading skills, we use these symbols to support the children, until they are confident in knowing what skill the questions are looking for.



Impact

When children leave our school at the end of Year 6, they are increasingly confident and competent readers. They are able to read and comprehend a range of fiction, non-fiction and poetry texts and participate in discussions about

books, retrieving information, interpreting ideas by reading between the lines, reviewing a text based on their personal preferences and evaluating an author's choice of language and the impact this can have on the reader. As a result, they will have a good level of comprehension and are building their ever expanding vocabulary knowledge. They will also read books for pleasure and recognise the importance reading has for success in all other areas of the curriculum.

Appendix:

Here are some of the terms you may come across in our phonics work:

Split spelling - where the letters are split but make one sound e.g a_e in cake

2 letters one sound - 1 sound represented by 2 letters

3 letters one sound - 1 sound represent by 3 letters

Blending - To merge sounds together to read a word c-a-t =cat

Segmenting - To break a word into the individual sounds to be able to spell it

Phoneme manipulation - To change the sounds within words e.g. change 'cat' to 'cap'

Polysyllabic Words - Words with more than one syllable

Helping with phonics at home

- Visit <https://www.udemy.com/help-your-child-to-read-and-write/learn/v4/overview> for a free Sounds Write parents course.
- Say the pure sounds not 'muh' it's'mm'.
- Say the pure sounds not the letter names e.g d not 'dee'.
- Read regularly with your child both them reading to you and you reading to them will ensure they make more rapid progress.
- We often put on phonics meetings and family learning sessions, so please be aware of any letters to invite you to these sessions.

If you need any further support or help, please don't hesitate to contact your child's teacher, Mrs Noy our Literacy Lead or our Early Reading Lead, Miss Cox.