



Launton C.E. Primary School

The Teaching of Reading, Phonics and Spelling at Launton C.E. Primary School.

Phonics

At Launton CE Primary School we personalise our approaches to the teaching of reading and phonics to ensure that each child can achieve success. All the children are assessed and grouped according to their needs and a daily session of synthetic phonics is planned to support the children to identify, blend and segment the individual phonemes or sounds that combine to form words.

The term synthetic phonics is a method of teaching reading which first teaches the letter sound and then supports children blend these sounds together so that children can read and then write words. We use materials from the Letters and Sounds and Jolly Phonics programmes alongside a range of resources to provide children with daily practise. Initially the children learn the 44 sounds and the corresponding letter/letters using rhymes, actions and picture prompts. Learning the sounds and how to blend them together supports the children to begin to read.

In phonics we use pure sounds (m not muh, s not suh etc.) so that your child will be able to blend the sounds into words easily and accurately.

Children are grouped across Reception and Year 1 into phonic groups according to their learning needs. They have a phonics session for 20 minutes each day which includes practising recall of sounds, learning new sounds, and applying this learning to reading and writing.

In the summer term, the Year 1 children all complete a Phonics Screening Test which is a statutory test set by the government. It is completed by all the children across the United Kingdom in a specified week by a qualified teacher in school. The children are given 20 real words and 20 pseudo – words (“nonsense” or “alien” words) made up of the 44 sounds which they have learnt. The children have to read the words accurately. The results of this test is published nationally and you will be notified about how your child has performed. If your child has not met the expected standard they will continue to be supported to do so.

Individual Reading

Individual reading is a high priority especially in Reception and KS1 when children need daily practise to develop fluency. We use a range of banded books which include phonically decodable texts to provide the children with a range of books to choose from. Children will be assessed by their teacher and the teacher will indicate which band your child can choose from to ensure they are selecting appropriate books. All the research confirms that children make the most rapid progress if they are reading books where they can read 90% of the words independently. If a child is unable to read more than 90% of the text independently, they lose the meaning of the text; struggling with difficult books hampers progress.

We ask that all children bring their reading books and diaries every day so we can hear them read as often as possible. Children are entered into a raffle for reading regularly at home. Reading with your child will make a real difference to the progress they make. We have guidance on how to read with your child on the

website. Your child's teacher will be happy to answer any questions you have about helping your child with reading.

Guided Reading

Every child has a guided reading session once a week. Guided Reading is when a small group of children with similar reading abilities work on a reading a passage/book to develop key reading skills. These groups are not static and children move within these groups based on their progress and identified next steps. It is important that students are placed in a group where they will have a maximum potential for reading success. The children have opportunities to discuss the vocabulary, characters, language and plot to develop important comprehension skills. We use the Project X Code books for guided reading.

Spelling

Spelling is taught every day in school as part of English lesson and as a discrete lesson. From Year 2 upwards children have a spelling sheet/grid that identifies examples of words from the spelling that they are learning about, so that they can practice these words at home for their weekly spelling test. In addition, they will also have personal spelling words from the high frequency word lists and these will change as your child spells them accurately in tests and in their written work. For the younger children spellings are individual beginning with the tricky words (high frequency irregular words) and these are on a word fish which your child will bring home to practice. The high frequency word lists are also on the website.