



Approach to phonics at Harting School:

- Phonics planning, for younger children, links to 'Letters and sounds' (a scheme for learning phonics), which informs the short, structured, multi-sensory, daily phonics sessions in the reception class. Clear learning intentions are thereby mapped and assessments built in so additional support is rapidly provided. Carefully resourced activities, following input, enable children to deepen understanding and practise phonic skills, whilst teachers guide and extend knowledge through years 1 and 2. Displays, along with the use of sound mats, prompt children to employ learned graphemes, when writing. Rhymes (from Read, Write, Inc scheme) are used throughout the school and, along with actions, help establish understanding. Key high frequency words (common words) are taught and assessed at an early stage
- Phonics teaching beyond reception builds systematically to ensure that knowledge is progressive
- In addition to phonics, an early speech and language (SALT) programme is used daily, in reception, for those with poorer literacy skills. It reinforces phoneme/grapheme (letter sounds and written letters) relationships and language development

Book sequences/schemes used:

- Children are provided with a diet of banded Oxford Reading Tree (ORT) books, supplemented with other texts of similar levels. This offers a progression of phonics skills and builds key vocabulary
- 'Real books' are offered daily to reception pupils. Wordless books, from the ORT scheme, are rapidly introduced (to encourage conversations around books and use of illustrations to inform reading), followed by further ORT books which emphasise phonics
- Oxford Owl e-books are used in yR for some whole class reading whilst other classes access a range of rich texts through websites and use of visualisers
- An early reading meeting helps to guide parents with daily reading at home, to ensure that children enjoy books and do not simply 'race' through them, as well as share information about phonics
- When children meet y2 expectations, library books are offered (banded by reading ages), linked to Accelerated Reader. This allows monitoring of reading through comprehension quizzes and computerised assessments (used to inform teaching)
- Project XCode is employed as an intervention for children who find reading challenging. This scheme has explicit phonics and high frequency words embedded in the stories with pre-reading tasks to aid the reader
- The school aims to develop pleasure in reading and widen children's vocabulary and knowledge through this

Balance of phonics, vocabulary and comprehension:

- Children read daily in school and are read to. They experience a wide range of texts with rich language and illustrations. They have time to talk, ask questions, think of alternative endings, develop play opportunities or use text as a stimulus for writing. Unknown vocabulary is discussed
- Within planning, unusual words with specific spelling patterns are included so children learn how to read them. Talk is key to developing vocabulary and all classes have a role play area linked to a theme.
- A large library, at the heart of the school, is used by members of the community to share books with children.



Love of learning:

- Staff have a good knowledge of children's authors, and are enthusiastic about reading, which supports children's selection of texts.
- The school library is well stocked with a width of genre and texts, having received a significant Foyle foundation grant
- In the past, reading cafes (Mullett, F, TES, March 2014), book clubs and 'Read to me' sessions have successfully improved reading skills and encouraged family involvement. The latter continue to involve parents and grandparents. Older and younger children share books at these Friday afternoon sessions, practising skills and enjoying texts. Some of Beacon and Torberry class lead their own termly book clubs.

Transition between year groups:

- YR and Y1 teachers work closely together. Assessments are transferred allowing uninterrupted progression of learning
- Phonic Vocabulary and rhymes used are identical
- There are transition sessions and the teachers observe pupils in their first setting beforehand
- Before joining the school, there is on-going collaboration with pre-school providers for transition experiences and communication
- Older children continue to learn phonics and spelling patterns, throughout the school, as recommended by the national curriculum. Pupils who find these skills more challenging often access programmes such as WordShark and dyslexikit and/or use the alternative developmental scheme of reading books in school.

Teachers have good knowledge of children's skills, interests and parental involvement in learning across the school. This enables continuity for learning and the ability to engage children rapidly in the Autumn term. The children are thereby secure and confident, ready to build on their knowledge.