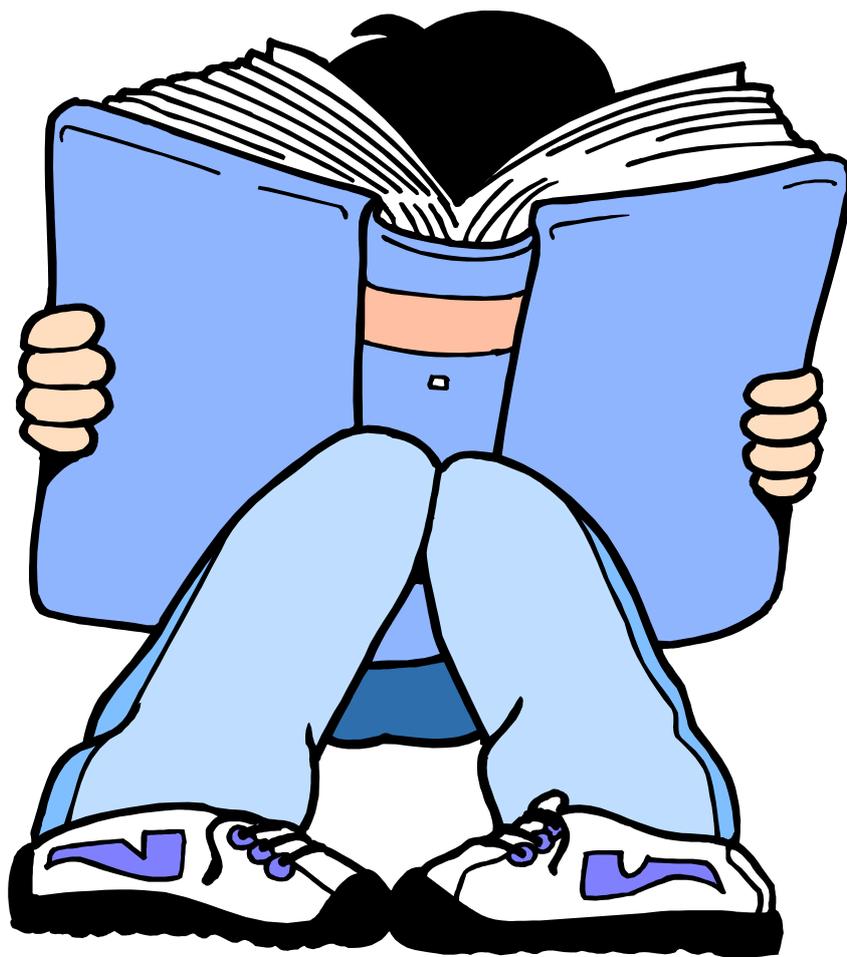


**"There is no substitute for books in the life of a child."**

**May Ellen Chase**

At Emmaville School we want to encourage a love of books and to help all of our pupils to acquire the skills to become fluent readers



These guidelines have been produced in addition to Emmaville School's English Policy and will be reviewed and updated as the need arises. It is the responsibility of the

## Phonics and Reading Guidelines

Headteacher, Avril Armstrong, and the English Coordinator, Debbie Hamilton, to regularly review these guidelines.

These guidelines were reviewed in September 2018.

We acknowledge that English is the main language of communication in the UK and, as such, its mastery is a pre-requisite for life in our country.

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, and to a variety of audiences, and in so doing enables them to use language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

*"The more that you read, the more things you will know. The more you learn, the more places you'll go." (Dr. Seuss)*

English is the foundation for all the learning that takes place in our school and its mastery empowers the learner and is essential for independent learning and most aspects of everyday life.

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who do not, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, there is evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

It is our belief that reading is the single most important skill necessary for a happy, productive and successful life.

*"A child with reading skills necessary to access and use information is not just learning to read but reading to learn. Reading skills are essential to function in our society." (Duane Alexander)*

## Ten Reasons why reading is so important

- Children who read often and widely get better at it. After all, practice makes perfect in everything we do and reading is no different.
- Reading exercises the brain. It strengthens brain connections and actually builds new connections.
- Reading improves concentration.
- Reading teaches children about the world around them. Through reading, they learn about people, places and events outside of their own experience. Through an enjoyment of books, they are exposed to ways of life, ideas and beliefs about the world which may be different from those which surround them.
- Reading improves a child's vocabulary, leads to more highly developed language skills and improves the child's ability to write. This is because children learn new words as they read but also because they unconsciously absorb information as they read about how to structure sentences and how to use words and language effectively.
- Reading develops a child's imagination. This is because when we read, our brains translate the descriptions we read of people, places and things into pictures.
- Reading helps children develop empathy. When we are engaged in a story, we are also imagining how the characters are feeling. We use our own experience to imagine how we would feel in the same situation.
- Children who read achieve at school. Good reading skills and a positive attitude towards reading and an enjoyment of books helps children to be able to access all subject areas; reading enriches lives.
- Reading is a great form of entertainment. A paperback book does not take up much space in a bag or a suitcase, so you can take it anywhere and you will never be lonely or bored.
- Finally, reading relaxes the body and calms the mind.

*"So it is with children who learn to read fluently and well: they begin to take flight into new worlds as effortlessly as young birds take to the sky." (William James)*

## Aims and objectives of these guidelines

- To enable children to use spoken and written language effectively in their lives, facilitating communication, self-expression and learning.
- To enable children to enjoy literature of all kinds and become appreciative and discriminating readers.
- To ensure teaching and learning in school supports the development of speaking and listening skills, the acquisition of good phonic and reading skills, ensuring that all pupils achieve their full potential according to their ages and abilities.
- To ensure that the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities.
- To provide phonic and reading resources for all pupils that will support effective teaching and learning.

## Learning and Teaching Guidelines for phonics and reading

The school currently follows the National Curriculum for English as required by law.

A new curriculum for English was introduced in September 2014 and the school has adapted the teaching of English to reflect these changes.

However, within this system, children are developed at their own rates and according to their own individual abilities, so that every pupil achieves the skills relevant and appropriate to his/her age and ability.

*"Babies are born with the instinct to speak; the way spiders are born with the instinct to spin webs. You don't need to train babies to speak they just do it. But reading is different." (Steven Pinker)*

## Read Write Inc Phonics Scheme

The school uses the Read Write Inc Phonics Scheme, which was devised by Ruth Miskin.

At the core of the scheme is the lively and vigorous teaching of synthetic phonics.

In the first instance the children learn the English alphabetic code: first they learn one way to read the 40+ common sounds in the English language and blend these sounds into words, then learn to read the same sounds with alternative graphemes (decoding). At the same time the children are developing handwriting skills and segmenting for spelling (encoding).

The children experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Read Write Inc has five principles, known as the five Ps.

- **Pace** - The programme is designed for the children to complete it as quickly as possible. Teaching should be energetic and rigorous, to ensure that no time is wasted.
- **Praise a lot** - Children learn more quickly when they are praised for what they do well.
- **Purpose** - The purpose of the teaching is made clear through modeling by the teacher and by encouraging the children to *think out loud*.
- **Participation** - All children take part in all aspects of the phonics lesson.
- **Passion** - The teaching must be larger than life so children engage in the learning. The greater the passion, the faster the progress.

The Read Write Inc programme works because we get children's brain '**COGS**' working:

Everything **CONNECTS**: children connect sounds with mnemonic pictures; words with their meanings; and stories with sounds they know. They connect their own experiences to the stories they read and learn to lift the words off the page.

Children learn **ONE** thing at a time and practice it until it becomes second nature.

They learn at their **GOLDBLOCKS** spot (not too easy, not too hard) with others at a similar challenge level. No time is wasted.

Children remember what they learn by **SAYING** it out loud to a partner. If they can't explain it, the teacher repeats it until they can.

During daily Read Write Inc sessions, the children are presented with a thought-provoking introduction, prompts for thinking out loud and discussion, children are also encouraged to read with a storyteller's voice. The children also learn the sounds within a particular book and the 'red words' (those that cannot be sounded out). Then they listen to the story, read it with a friend, discuss it and re read it, thus improving their fluency. As children become more fluent, their understanding of a text improves enormously and their enjoyment of reading grows.

As children's phonological skills develop they will begin to be able to access a range of books. The school does not have one particular reading scheme; we use a range of books from a variety of schemes. The books we offer the children to read in guided sessions or to read independently are taken from Book Bands. The following is a list of some of the series of fiction and non-fiction books that we offer our children as they learn to read independently:

- ❖ **Alphakids (Gardner)**
- ❖ **Alphaworld (Gardner)**
- ❖ **Lighthouse (Ginn)**
- ❖ **Story Chest (Kingscourt)**
- ❖ **Rigby Star (Rigby)**
- ❖ **Spotty Zebra (Nelson Thornes)**
- ❖ **PM Storybook Starters (Nelson Thornes)**
- ❖ **Oxford Reading Tree (OUP)**

### **Talk4Writing**

Emmaville Primary is a Talk4Writing school. Talk4Writing was established by the author Pie Corbett and his colleague John Stannard. Talk4Writing is a process not a product and is a focus on whole school implementation for sustainability. Although the title is Talk4Writing, reading is an essential aspect of this process.

In the words of Pie Corbett, 'Great books build imagination'.

Pie Corbett has developed Reading Spines; it is his belief that the reading spine should be central to every school's book stock. At Emmaville, every year group/class has a collection

of the suggested reading spine books; however they are supplemented by many other fine books and, books that may be of interest to the children.

By reading these books to the children we aim for every child to experience the pleasure and challenge of great literature. When reading aloud to the children, all members of staff read with expression, which in turn encourages the children to want to read their own books, as well as fostering a love of stories.

The reading spine books are used extensively by the staff within school; the children enjoy hearing the same stories read to them time and time again, these great stories speak to them as individuals. By using a reading spine, we aim to build a common bank of books that bind the school community together.

Through the use of good stories, the children's language skills are developed, as Pie Corbett highlights, '75 percent of our vocabulary comes from our reading. Reading develops the ability to think in the abstract; to follow lines of thought. The mind is like a tardis; it may seem small but inside there are many mansions'.

As teachers and parents/carers read to the children aloud and with expression, the more children are able to savour the stories, engage with the characters, places and events. Each great book develops the imagination and equips the reader with language.

*Pie Corbett, "A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds."*

When children move into Key Stage 2 and as their reading skills grow, they are then offered more complex independent reading materials following the Book Band suggestions. All of the independent and guided reading books in school are banded by colour. We regularly update the books that we offer the children and we ensure that we cater for all interests and abilities. During English lessons and guided reading sessions, children are taught how to read together with the teacher. Pace and use of punctuation to create expression is modelled and practiced. Consequently, the children become better at reading both to themselves and out loud.

The class book shelves and school library offer a range and variety of fiction and non-fiction texts. The new library facility is a rich resource for the children, a resource that they are encouraged to use extensively.

We also have excellent links with Crawcrook Library; classes make regular visits to the library in the village and we actively encourage the children to use this facility at weekends and during holiday periods with their families.

Within school, and in addition to all that has been previously referred to, we use reading programmes to support the children's reading fluency and comprehension skills. In Key Stage 1 and 2 we use Lexia. In Key Stage 2 we use Code X and Reading Plus. Not only do the children enjoy engaging in these programmes but we are able to measure progress and impact.

It is our belief that reading exposes children to a world of imagination, showing them that nothing is impossible in this world and in the words of Walt Disney:

*"There is more treasure in books than in all the pirate's loot on Treasure Island."*