



**Kingfisher**  
CE ACADEMY



# Early Reading and Phonics at Kingfisher CE Academy

**Intent:** What do we want children to learn?

Our vision is to inspire a love of and a confidence in reading. To achieve our core vision, our intent is to provide a rigorous and progressive programme where children LEARN TO READ. They can then use these skills to READ TO LEARN. At Kingfisher CE Academy, reading is an intrinsic part of teaching and learning. It forms a pivotal part of our curriculum. We recognise that the skill of reading provides children with access to the world around them and a wealth of knowledge which will support their learning and development in all other areas. However, we also believe that reading brings joy and experiences that cannot be achieved in any other way; discovering new worlds, reflecting on the past and exploring emotions from the viewpoints of others who are similar and very different.



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## Implementation: How do we do it at Kingfisher CE Primary Academy?

At Kingfisher CE Academy children have opportunities to apply their developing phonic knowledge and skills in the context of shared reading and writing across all subjects. We aim to give children the skills they need to decode and blend quickly and securely. Children are given fully decodable books that are closely matched to their developing knowledge of Grapheme Phoneme Correspondence and their ability to blend. We use Collins Big Cat Phonics for Little Wandle Letters and Sounds Revised texts. These reading books are closely matched to the progression document and are grouped accordingly. Reading practice sessions led by a trained teacher or trained TA (Reading Teachers) take place 3 times a week. The reading practice book is carefully matched to their secure phonic knowledge, this book is used for all three sessions to avoid cognitive overload. The first session is a decoding session. GPCs, Tricky words and key vocabulary are recapped as necessary. This may include the definitions of new vocabulary. Children then read independently and the Reading teacher 'taps in'. This means they spend time with each child listening, supporting and praising as appropriate. Session 2 is focussed on prosody - reading with expression and intonation. Reading teachers model this and then children read independently as the Reading teacher 'taps in' as before. Session 3 is focussed on comprehension. The reading practice book is then taken home to practice fluency, build confidence and celebrate success. Once a child has progressed through the Little Wandle Letters and Sounds Revised scheme they will be able to access free reading books as they will have all the necessary skills to do so.



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## Implementation: How do we do it at Kingfisher CE Primary Academy?

**Developing a love of reading** At Kingfisher, children access a range of high-quality engaging texts across a range of genres. These are linked across subjects and areas of learning with teachers sharing and modelling a range of reading strategies. Our classrooms have mini libraries linked to different curriculum areas. Book club takes place once a week in classes and children talk about their chosen book and give recommendations. Our FS and Key Stage One library is being developed and will be host weekly class sessions as well as being open after school for parents and carers.

**Reading at home** Research shows that children who read daily develop reading fluency at a more rapid rate and become more confident and eloquent writers. We aspire to this for all our children and believe that the most important thing parents and carers can do at home to help their children achieve is to share books with them. We encourage children to e-read at home daily with their adults but also recognise our responsibility in not relying on children reading at home.

**Phonics** Systematic synthetic phonics is a way of teaching children to read skillfully. At Kingfisher we follow Little Wandle Letters and Sounds Revised, a government validated scheme. This ensures that all resources, vocabulary, mantras and teaching structures used across the school are consistent, helping to reduce cognitive overload. Children have at least 20 minutes of daily phonics teaching. Keep up sessions are used as necessary after the main lesson as a short, sharp intervention to stop children falling behind. Ideally this is same day, but staffing may prevent this.



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## Implementation: How do we do it at Kingfisher CE Primary Academy? Phonics contd.

Phonological awareness and phonic knowledge is developed as soon as children start in nursery with Little Wandle Foundations, a comprehensive pre-phonics programme designed to help build strong foundations for reading in Nursery. It is aligned to the non-statutory guidance in Development Matters and Birth to 5 Matters as well as the Statutory framework for the Early Years foundation stage. Use it as part of wider provision for Communication and Language, and Literacy. It supports children to:

- develop their phonological awareness, including understanding of rhyme, alliteration, syllables, initial and voice sounds, and oral blending
- love stories and rhymes, and learn by heart a bank of familiar favourites
- increase their vocabulary and confidence to talk
- improve their listening and ability to take part in back-and-forth conversations.

In Reception the initial focus is on teaching phonemes and recognising initial sounds. Each Phoneme (sound) and corresponding grapheme (written letter) is introduced clearly with; a focus placed on recognising these so then can start to read words by blending the sounds together as early as possible. In addition, they learn to read by sight a range of high frequency common exception words. This focus provides children with the skills they need to begin to read and write words, captions and whole sentences as soon as possible.



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## Implementation: How do we do it at Kingfisher CE Primary Academy?

### Phonics contd.

They then progress to learning combinations of letters as **digraphs** (two letters one sound) e.g. 'ck', 'oo' and 'sh' and **trigraphs** (three letters one sound) 'igh' and 'air'.

Daily Phonics lessons continue into Key Stage On, as the children become more confident at applying their phonics to reading and Writing. They continue to learn new graphemes for phonemes they already know such as 'a' as 'ai/ay/a-e/ea' as well as alternative pronunciations for graphemes they already know e.g. cow/snow. They are also taught the Common Exception Words as set out in the National Curriculum. From Year 2 onwards, children consolidate their knowledge and learn different spelling rules and when to apply them. It is important to investigate spelling patterns and learn about the etymology of words in order to secure an understanding, not just the ability to learn for a test.



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Impact: On leaving Kingfisher CE Primary Academy children will:

The pupils at our school will learn to read accurately and with understanding. They will understand the importance of this skill. Because they can read efficiently and effectively, they will have the power to make the most of opportunities presented to them.

