

# Phonics and Reading

**The Davenport School**



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# **The Davenport School**

## **Phonics and Reading**

### **1. Introduction**

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At The Davenport School we aim to make reading a pleasure, not a chore, we aim to ensure that each and every child can de-code print without effort allowing them to access all forms of literature. The teaching strategies aim to enhance a child's motivation and involvement in reading, therefore impacting on achievement.

Before a pupil begins their reading journey with us, we allow them time to settle into the school and its routines, within a couple of weeks of starting with us they will speak with our Special Educational Needs Co-Ordinator (SENCo) who will organise for them to have a series of baseline assessments which may include the Wide-Ranging Achievement Test version 4 (WRAT4) Schonell word reading assessment, Burt word reading assessment and the Salford sentence reading assessment. Once these have been established, we then move forward.

### **2. Phonics**

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Children who do not achieve a performance level within the average range of the WRAT4 assessment are then further assessed using the GL Assessment dyslexia screener to identify additional areas of need. This comprises of 6 sub tests, one of which includes phonic sounds. If further assessment is needed, then our SALT steps in and works with the pupil to cover a wide range of assessments that will provide a more detailed need.

Our phonic assessment is taken from the D of E'S 'Letters and Sounds' and follows their regime. This phonic profile identifies a starting point which is individual to each pupil, from there the pupil will receive daily phonic intervention until such time as they are at the age-appropriate level, or beyond.

It should be noted that phonics is discretely taught, daily, within each classroom as an intervention to children that require it. It is taught at the beginning of the day, and does not intervene with any other teaching, such as SPaG. Shared Reading Sessions. The teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned, and sessions are characterised by explicit teaching of specific reading strategies, oral response, and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The children, the learner readers, join in where appropriate with the reading of the text – individually and/or chorally. The texts selected are rich and challenging, often being beyond the current reading ability of the majority of the class.

### **3. Guided Reading Sessions**

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During guided reading, the responsibility for reading shifts to the learner, the teacher/adult structures all reading tasks with children, who are grouped by ability. Children are required to read and respond to the text themselves or taking turns around the group with the teacher supporting. Texts are carefully chosen and matched to the reading ability of the group. The focus for the reading task will originate from the individual's/group's 'next steps' and is concerned with reinforcing and extending reading strategies.

#### **4. Independent Reading**

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Despite encouraging independent reading, we also encourage listening skills and to this end Class Teachers will read daily to the children, allowing them time to stop, think, relax, and simply enjoy the telling of a story.

We do not have an extensive reading scheme, however, we do use a selection of Oxford Reading Tree books as a core, and this continues through KS1 and 2. Children also have an appropriate individual reading book (fiction or non-fiction). Teachers use their professional judgement to move children through the scheme and when children complete the scheme, and demonstrate a reading age of 11+, they are classed as a 'free reader' and encouraged to use 'real books'.

During independent reading, children take responsibility for selecting and reading a variety of texts. The child should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text.

#### **5. Assessment**

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Pupil reading is assessed and evaluated at each stage, from the WRAT4 through to free reading. It is important to The Davenport School that we not only encourage a love of reading and listening to stories, both fact and fiction but that we encourage and allow the children to create and retell stories of their own. Assessment is formal and takes the form of repeating the initial baseline assessments, or if the children have moved to a phonics programme, then following the established Twinkl Assessment for Letters and Sounds. There are times when following assessment, we note that some children are not making as much progress as we would like, and to this end we will change strategy and implement a different style of phonics teaching such as Toe by Toe.