

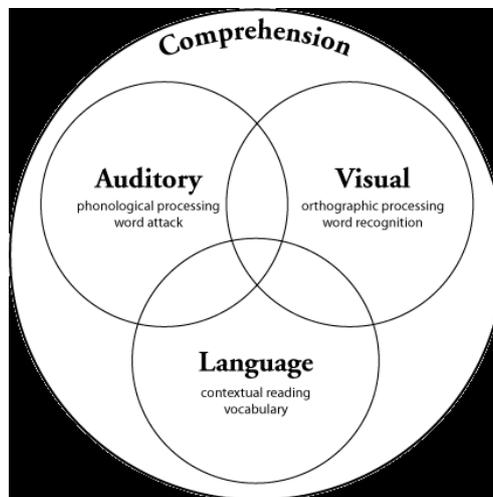
Reading and Phonics at the Link Primary School

1. Reading

1.1 Skills for learning to read:

For a child to learn to read they have to master several important skills:

- The child has to be able to unlock the code of letters and work out what each phoneme says.
- They also have to be able to understand the meaning of the text they are reading
- They need to adopt certain reading behaviours such as turning the pages from left to right, holding the book the correct way up, distinguishing between a picture and text.
- They need to be able to look at the presentational features of the text such as why the author has used bold text.
- The child need to look at the use of language in a text and what exactly was the author trying to convey to their reader.



Reading Circles

Lindamood Bell

1.2 Reading as part of Literacy at the Link:

- Symbolic representations: objects of reference, pictures, symbols, text, symbols and text
- Multisensory approach to reading through the teaching of the literacy curriculum (3 times a week) – see document
 - Develop narrative skills / elements: colourful semantics
 - Develop love for reading: opportunities for role play / drama / exploration of characters through hot seating activities
 - Develop vocabulary: description of events, characters, setting
 - Develop sequencing skills: story S, story maps, beginning / middle / end boards...

- Multisensory opportunities to engage and grasp meaning of story
- Develop sentence structure: retelling story using Colourful Semantics
- Writing for meaning: writing own version of story by changing one or various elements in the story (character, setting, plot, etc.)
- **All of the above supports reading comprehension**
- Development of phonological awareness (PIPA ppts – 3 times a week)
- Opportunities throughout the day for children to listen to adults read – e.g. snack time, before home time

1.3 What reading looks like at different WSP levels

- WSP4:
 - Songs and stories on the IWB
 - Interactive noisy books
 - Concept of print: mark making
 - Multi-sensory approach to stories: using props
- WSP5:
 - PECS: choosing between 2 preferences
 - What is in the box games
 - Deriving meaning from symbols and pictures
 - Match objects to pictures / pictures to symbols from a choice of 2
 - Sharing big books – narrative / literacy sessions
 - Story sacks
- WSP6:
 - Recognising and reading small number of words / pictures linked to familiar words
 - Personalised books linked to special interests
- WSP7:
 - Showing interest in reading
 - Making picture books adding simple SVO sentences
 - Phonics: Phase 2
- WSP8 – WSP10:
 - Beginning to read
 - 1:1 reading sessions
 - Discussing pictures and link to text
 - Reading for meaning

2. Phonics

2.1 Phonics teaching happens all day, every day -

- When children are engaged in play based activities adults enter their play and help the child to learn about the different sounds through their play, for example animal noises, transport noises, identifying sounds heard at home
- Once a child has tuned into sounds, can listen, remember and discriminate sounds we look at words as sounds.
- Children are then encouraged to identify the sounds they hear in key words such as their name. We then progress onto words such as c-a-t, encouraging them to

segment (split) the sounds in a word such as cat and then to blend (put them back together) to make the word such as c-a-t makes cat. These strategies are then used to help them with their reading and with their spelling.

2.2 Systematic phonics teaching (3 times a week)

A hybrid approach – utilising whole word and phonics learning within a language rich environment

- Developing foundation speech, language and communication skills
- Developing phonological awareness skills as a foundation to phonics teaching
- Developing vocabulary knowledge
- Making use of interventions already available at school:
 - Seeing Stars for whole word approach
 - Phonic Blending: for blending and segmenting skills
 - Bearing Away: for initial stages of phonics
 - Talking for Reading intervention

For example, a phonics lesson will look like this:

Session	Revise	Teach	Practice	Apply
	<i>Practice previously learnt letters.</i>	<i>Teach a new sound.</i>	<i>Practice reading or spelling words with the new letter.</i> Whole word recognition	<i>Reading and writing words and sentences</i> Whole word recognition / decoding

3. Whole school to approach literacy:

- Good use of formative and summative assessment to identify strengths and weaknesses, i.e. ensuring that children are at the right developmental level to move onto Phase 2 Phonics
- Developing a language rich environment with opportunities for multi-sensory learning
- Including focus on vocabulary and phonological awareness in a structured, predictable and systematic way
- Implementing resources and teaching strategies, which heighten multisensory cues to language and phonics
- Focusing on reading for meaning and language comprehension alongside decoding and phonics approaches