

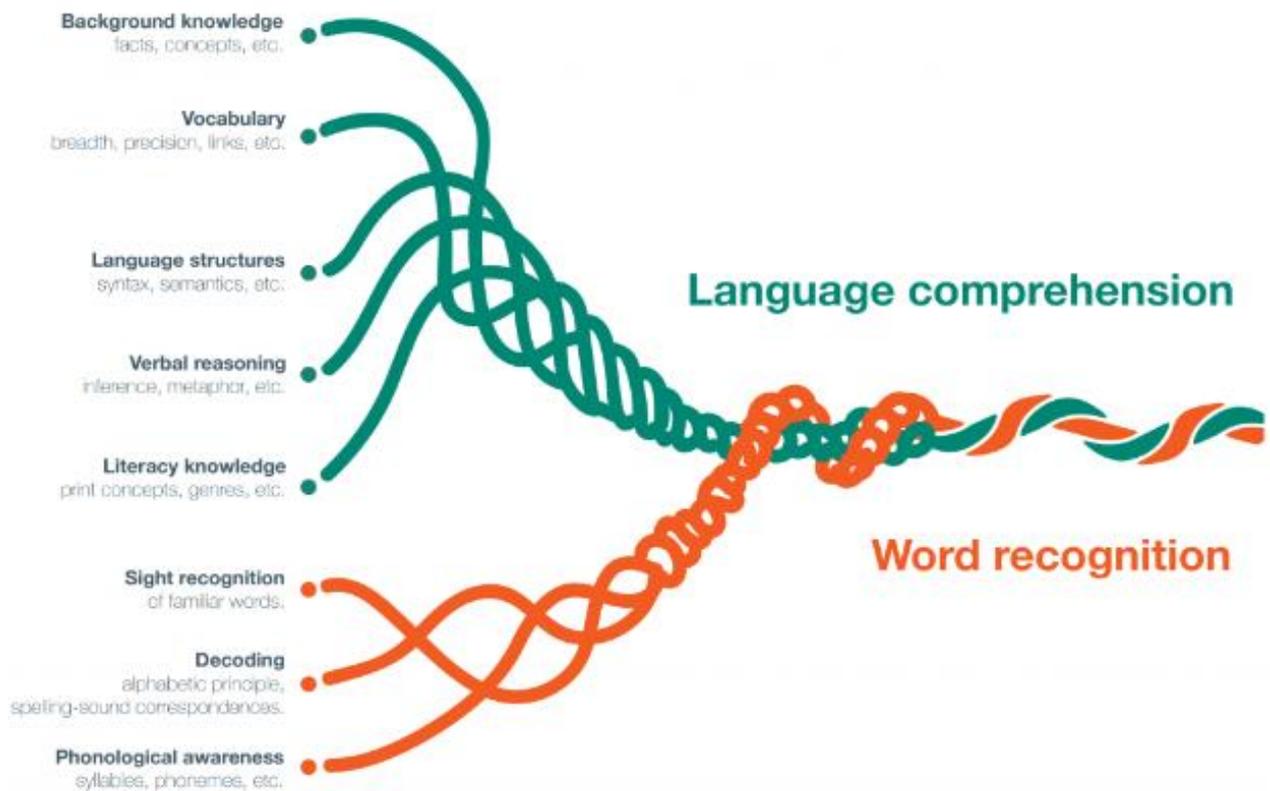
## Reading and Phonics at Fairfield Primary Academy



At Fairfield Primary Academy, we value the role that reading plays in a child's education and, indeed, as a **key life skill** that will prepare them up for future endeavours. We believe that reading is the **key** that unlocks the whole curriculum so the ability to efficiently decode is essential. We teach children to decode texts effortlessly, so all their resources can be used to comprehend what they read.

Our practice is evidence-informed and we value Scarborough's Reading Rope research (figure 1 below) that identifies two main strands: word recognition and language comprehension - both strands need to 'become entwined' as pupils learn to co-ordinate the different components of reading.

**FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING<sup>7</sup>**



- EEF Preparing for Literacy (EYFS) (2018)
- EEF Improving Literacy in KS1 (2020)
- EEF Improving Literacy in KS2 (2017)

## Phonics

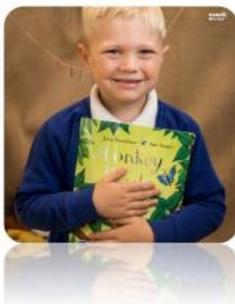
We follow Fairfield Phonics with fidelity and consistency. This has been developed applying research and principles from Read, Write Inc. to inform our practice. Phonics is taught in a structured and systematic way and the children make rapid progress. The children are given individual reading books, which are fully decodable and match the sounds they have learnt. This is so that, early on, they experience success, gain confidence and believe that they are able readers. Re-reading and discussing these books with the teacher and family at home, supports them to become more fluent readers. They are also given a second book, which is beyond their phonic knowledge to enhance children's exposure to quality texts and develop a love of reading. In addition, staff read a wide range of stories, poetry and non-fiction to pupils. Children in Foundation Stage and Key Stage 1 also have additional opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child-initiated activities.

We teach pupils to:

<ul style="list-style-type: none"><li>• Decode letter-sound correspondence quickly and effortlessly, using their phonic knowledge and skills.</li></ul>
<ul style="list-style-type: none"><li>• Read 'tricky' words on sight.</li></ul>
<ul style="list-style-type: none"><li>• Understand what they read.</li></ul>
<ul style="list-style-type: none"><li>• Read aloud with fluency and expression.</li></ul>
<ul style="list-style-type: none"><li>• Write confidently, with a strong focus on vocabulary and grammar.</li></ul>
<ul style="list-style-type: none"><li>• Spell quickly and easily by segmenting the sounds in words.</li></ul>
<ul style="list-style-type: none"><li>• Acquire good handwriting</li></ul>

We are passionate about our children and understand that they are most engaged in their learning during fun and active lessons. We offer well-planned, fast-paced sessions, which provide challenge and enable all children to SHINE. Our children are taught daily, for 20-30 minutes in small, targeted groups – across FS2 and KS1. These groups are fluid and are changed regularly in response to the children's learning. KS2 children, who require extra phonics support, get regular phonics teaching in similar small, targeted groups.

Children are regularly assessed to ensure they are accessing learning at the correct level using our tracking system. This allows teachers to understand which sounds children require more support with and interventions are swiftly put in place in order to target such areas. Subsequently, children are able to learn, practise and consolidate their phonics knowledge in order for them to become confident readers and spellers during their time at Fairfield.



Children are also assessed in Year 1 using the 'Phonics Screening Check'. This is carried out nationally and is a short assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. [An example of the 2019 screening check can be found here](#) to help you to understand the assessment your child will face at the end of Year 1. Remember, you can help your child by using practice materials such as these or use phonics flashcards in which children are able to practise sounds they have learnt.

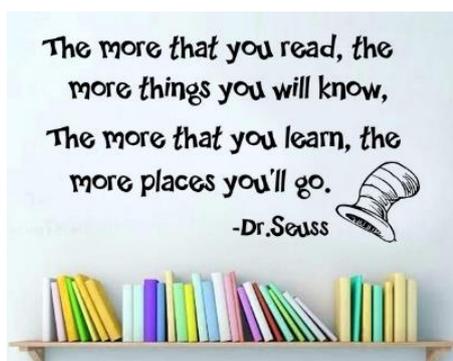
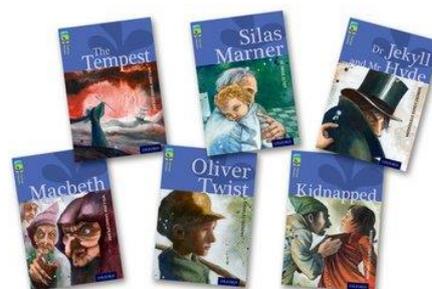
There are opportunities throughout the year for parents/carers to attend phonics workshops, observing how phonics is taught and providing the knowledge required to best support children with reading and writing at home. Our Sounds and Syllables spelling strategy is built upon excellent phonic knowledge across the whole school.



## Reading Schemes



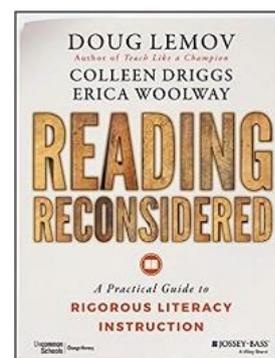
We currently use phonetically decodable books in EYFS and Year 1 so that children have at least one book to read at home that matches their current phonic level. Children from Year 1 upwards take home books from a range of publishers including Collins Big Cat and Project X (Oxford University Press) that are colour book banded. These are well-resourced and located centrally. Alongside these, children have the opportunity to take home non-schemed books, which allows children to enjoy a range of books at different levels.



## Opportunities for Reading

Our SHINE Curriculum promotes a love of reading, through a carefully selected range of high-quality texts that extend children's experiences, which are rich in knowledge and vocabulary and stretch and challenge. Topic-linked texts are included in our knowledge-engaged curriculum to enhance the children's learning and as a tool for developing them as skilled writers.

Through in-depth discussions, debates and questioning, children develop schema for core knowledge and values that are transferable. We encourage staff and children to read from a range of authors - modern and classic - to broaden their experiences. Our children read regularly in a range of situations and across the whole curriculum. This includes daily reading as a whole class, in small groups and 1:1. We provide a broad range of high-quality texts, which supports the view that children should be enriched by varied texts including: classics; stories which are not always linear in time; complex stories; texts to promote deeper thinking; and finally texts, which promote challenge in interpreting their meaning (e.g. poems) as recommended in 'Reading Rediscovered' by Doug Lemov.



Whole school displays emphasise the love that both staff and children have for reading. We want to teach our children something new with every book they read in order to equip them to be independent thinkers; to argue their point using evidence from the text; and, most importantly, to take pleasure in what they are reading. There is nothing a teacher wants to hear more than the 'sigh' from the children when the text they are reading ends and they want to read on. Our children and staff have even been found reading in the most 'peculiar' of places!

Many exciting and rewarding activities are arranged throughout the school year to promote the pleasure and knowledge that can be gained from books. For example, World Book Day, Poetry Recitals, National Storytelling Week, visiting story tellers from different cultures, performances by professional theatre groups, visits by book fairs, participation in competitions, making books, using drama, dance and music and much more.



## Mastery for Reading

Our SHINE Curriculum promotes Mastery for Reading, where children work together on a single text, using 'real' books. Every text the children read extends their knowledge of the world, complementing the aims of our knowledge-enriched curriculum. Class sets of books are provided so that the children have access to high-quality texts, deepening and broadening their vocabulary. Modern and classic authors are incorporated as well as poetry. As well as enjoying a class book, children also receive regular half-hour VIPERS sessions, opportunities to read with transformer partners and also visit the school library.

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



Texts are read using a combination of modelled reading by the teacher, individual readers, choral and echo reading to develop fluency. As a school, we use the VIPERS approach (vocabulary, inference, predict, explain, retrieve and summarise). Classes share the selected text together and have in-depth discussions particularly about characters' motives, author's choice of vocabulary and making inferences based on shared experiences. Particular emphasis will also be on using the A.P.P. model (answer, point, point). There is strong focus on: teaching children to be fluent readers; developing vocabulary through oracy; and promoting specific comprehension skills. The children and staff love this approach, and it fits well into our Mastery approach to teaching and learning across the school and across the wider curriculum.

**A.P.P.**  
**Answer**  
**Point**  
**Point**

## Reading Environment



Over the past few years, we have provided new and innovative ideas to develop reading further. Our newest additions to the reading environment include classroom reading hubs, a whole-school 'Reading Snug' (which houses our reading scheme books), and outdoor reading tents at lunchtimes. In October 2019, we had a beautiful new library installed, which all children love to spend time in enjoying the variety of reading material available. Our PTFA are currently raising money to help fund a Reading Shed and Storytelling Chair with surrounding benches for our school playgrounds.

