



**Approach for Teaching Phonics/Early Reading  
Laurus Trust Primaries**

**The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.**

## **How do we teach Phonics and Early Reading?**

A systematic approach to the teaching of Phonics and Early Reading, implemented consistently in every class, is a priority in all Laurus Primaries.

Discrete, daily Phonics sessions are carefully planned to secure the word reading (decoding) processes and language comprehension processes pupils need to become fluent readers.

Our approach is predicated on the 'Simple View of Reading' and is aligned with the models outlined in the Department for Education's *Reading Framework* which was published in January 2022:

- language comprehension and composition are developed by talking, listening to and talking about stories, and by learning poetry and songs
- decoding and encoding can be taught through a systematic synthetic phonics programme

The progression for high quality Phonics teaching is mapped out to ensure a consistent and cohesive approach. This results in the vast majority of pupils achieving or exceeding their age-related expectations in reading (including passing the Phonics Screening Check). Pupils at risk of falling behind are identified early so that additional support can be put in place to ensure they catch up and keep up with their peers. This is monitored carefully to ensure interventions and additional teaching are having the desired impact.

Phonics sessions follow the same four-part structure:

- Revisit and Review recently learned phoneme-grapheme correspondences, blending and segmenting skills.
- Teach new phoneme-grapheme correspondences, skills of blending and segmenting.
- Practise new phoneme-grapheme correspondences, skills of blending and segmenting.
- Apply new knowledge and skills while reading and writing.

This allows for Phonics knowledge to be taught, practised and embedded whilst keeping a brisk pace with the intention that all pupils can and do read widely.

Reading is at the heart of our curriculum offer. We understand how essential it is for pupils to become avid readers for the joy of reading in itself, and for its power to unlock the rest of the curriculum.

We have a rigorous and sequential approach to our Reading and Phonics curricula which develops fluency, confidence and enjoyment in reading.

Below is a summary of how this develops from the Early Years to Year 6.

### **Early Years / Reception**

- Pupils read their individual reading book with an adult at least once per week and two decodable books (containing graphemes and phonemes they have been taught) are sent home each week. Books are changed twice a week.
- Pupils take part in Guided Reading with their teacher and take their book home each week.
- Parents and carers are asked to comment in their child's Reading Record after reading at home.
- Reading books and Reading Record should be brought into school each day.

### **Key Stage 1 (Year 1 and 2)**

- Pupils read with an adult once per week, as part of targeted 1:1 reading or in Guided Reading sessions
- Two individual reading books are taken home: one decodable book (containing graphemes and phonemes pupils have been taught) and one challenge book (which may require some adult support in reading). Year 2 children may not have a decodable book once they are secure in their Phonics learning
- Books are changed twice a week with adult support. In Year 2, pupils are able to change their books independently each day but are also prompted to do this if they have not already done so
- Parents and carers are asked to comment in their child's Reading Record after reading at home.
- Reading books and Reading Records should be brought into school each day.
- Pupils will take part in Guided Reading sessions throughout the week.
- Each pupil has access to a Library book which they can change during their weekly Library session.

### **Lower Key Stage 2 (Year 3 and 4)**

- School reading books will be sent home and pupils will have the opportunity to swap their books once they have been read. Y3 books have a brown sticker on them and Y4 books have a grey sticker.
- Pupils are expected to take greater ownership for changing their own reading book and time is allocated each day for them to do this.
- Parents and carers are asked to comment in their child's Reading Record after reading at home.
- Reading books and Reading Records should be brought into school each day.
- Pupils take part in daily Guided Reading or Class Novel sessions with their teacher.

- Adults read with targeted pupils individually during the week and this is noted in their reading record book.
- Each pupil has access to a Library book which they can change during their weekly Library session.

### **Upper Key Stage 2 (Year 5 and 6)**

- Year 5 pupils are expected to be independent readers who choose their own books to enjoy during the school day. These can be brought for home or borrowed from our extensive library collection.
- Pupils are expected to take ownership of changing their own reading book and time is allocated for this during their Library sessions.
- Pupils take part in daily Guided Reading or Class Novel sessions with their teacher.
- Adults read with targeted pupils individually during the week and this is noted in their reading record book.
- Guided Reading Home Learning will also be set fortnightly.
- Each child has access to a Library book which they can change during their weekly session.

We prioritise the development of our pupils' spoken language through a whole school Oracy framework and a strong emphasis on Talk for Writing particularly in the Early Years and Key Stage One. The acquisition of Tier 2 and 3 vocabulary is another priority across the ambitious academic curriculum we offer all pupils.

Comprehensive Professional Learning is provided for all teaching staff to continually develop their expertise within a culture that considers each of them to be teachers of reading.