

Phonics and Reading at Marfleet

Information for Parents

“If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life”

Research for EIF framework, p20, 2019

***“Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background”
(Pearson 2016)***

Reading is a priority at Marfleet and we aim to develop a reading for pleasure culture, as well as encouraging children to become resilient and confident readers. Reading is prioritised to allow all children to access the curriculum.

We have a consistent approach to teaching early reading and phonics, which enables children to master the key skills that research suggests is important early on.

We follow the Read Write Inc. programme; this sets out a sequence of lessons that teaches children to read accurately and fluently with good comprehension.

Phonics

Your child will:

- Learn 44 sounds and the corresponding letter/letter groups using simple prompts.
- Learn to read words using sound blending (Fred talk) e.g. c-a-t = cat, sh-o-p = shop.
- Read 'red words' these are words that have less common spelling patterns.
- Read lively stories featuring words they have learnt to sound out.
- Show that they comprehend the stories by answering 'Find It' and 'Prove It'.
- Learn to write the letter/letter groups which represent the 44 sounds.
- Learn to write words by saying the sounds and graphemes (Fred fingers)

The government recommends the use of synthetic phonics when teaching early literacy skills to children. Synthetic phonics is the ability to convert a letter or letter group into sounds that are then blended together into a word.

[Sound Pronunciation Guide - How to say the sounds](#)

Home Reading

Nikki Gamble:

“Children need to read at least 30 minutes a day to achieve average reading scores. They need to read over 1 hour a day to become a greater depth reader and writer”

In the EYFS unit, children first take home cards containing the sounds that they are learning in school, with attached activities.

As soon as they are confident enough, the children take home books containing the sounds and “red words” they are learning in class. This helps to build their confidence and fluency.

It is really important that parents or carers listen to their child read at least three times a week.

As children become confident with phonics, they progress on to levelled, colour-coded reading books and, in KS2, onto books carefully chosen according to their reading target.

Each child will also be given a library book; this book is for the parent or carer to read with the child and it is crucial at helping the child increase their vocabulary and develop their love for reading.

If you would like to know more about how your child is taught to read, or how you can support them at home, please ask to speak to the Literacy coordinator.

The online reading programmes, Bug Club Reading and Bug Club Phonics, are also available for all children to access at home. Many of the books contain well-known characters from film and television. Each child has their own login and books are allocated according to each child’s individual reading ability. With its fun quizzes, games and rewards, the programme encourages children to read for pleasure.

<https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/bug-club-family.html>

Developing reading in school

“One child, one teacher, one book, one pen can change the world.”

Malala Yousafzai

Creating a love of reading and encouraging the habit of reading are priorities at Marfleet.

Children will be immersed in a wide range of fiction, non-fiction and poetry. We believe that reading is a necessity for children as it lays the foundations for many of the skills they will explore throughout their school life.

In order to teach children to develop their reading fluency and comprehension skills further, we believe it is vital that children experience high quality modelling from adults in school. This includes listening to a story read by their teacher every day.

During guided reading sessions, the children are given support and the opportunity for independent practice of reading skills. Areas of development are identified and focused intervention takes place during the lesson.

Over the year, all classes will cover the objectives set out in the national curriculum and develop the skills to tackle comprehension-style questions in detail.

The majority of children will access the same text, with support provided by the adults in the room. This text will be age-appropriate, but could also be an example of cross-curricular reading (either fiction, non-fiction or

poetry). We have invested in class sets of quality books from the Take One Book programme <https://www.takeonebook.org/> , as well as borrowing class readers from Hull Library Service.

Our contract with Hull Library Service also enables us to: borrow books to enhance our school library; topic book boxes for each class every term; storytime sessions with the librarians; school assemblies; parental “how to teach reading” meetings; visits to the library; free author visits; enter reading competitions.

Lexia Core 5

We have recently invested in the engaging Lexia Core 5 programme, which provides differentiated reading support and targets skill gaps for individual children as they emerge. The programme is being used at home and at school by 60 carefully selected pupils and has been very popular, due to its “game-like environment.”

<https://www.lexialearning.com/products/core5>