Phonic and Reading at Rowan Tree

At Rowan Tree Primary School, we believe that reading is a crucial element of the curriculum and is the key to unlocking the curriculum and learning, we therefore apply a personalised and consistent approach to the teaching of reading across the school. We support the learning of Phonics through the **Read, Write Inc Scheme**– *A systematic and consistent approach to the teaching of reading and writing*. This is adapted to meet each pupils.

We aim for pupils to;

- **R**espond to what they have read or has been read to them.
- **E**xpress their personal preference for stories and other reading materials.
- **A**ssociate repetitive phrases, objects and sounds to familiar stories and texts.
- **D**evelop a lifelong enjoyment and pleasure in reading.

Coverage

Our curriculum has been designed to embed a love of reading across all areas of learning. High-quality literature is used purposefully to support the delivery of lessons and provide meaningful contexts through which pupils can develop their knowledge and understanding.

Teaching is responsive and adaptive, enabling staff to provide learning opportunities that reflect the individual needs of each pupil. Through carefully planned activities and experiences, pupils are supported to engage with literature, explore new concepts, develop vocabulary and build their understanding of the world around them.

Our curriculum uses the following literature to support this implementation;

- Stories and poems with familiar settings
- Stories based on imaginary or fantasy worlds
- Stories, plays and poems from specific children's authors
- Stories and poems from a range of cultures
- Stories, plays and poems with patterned and predictable language
- A variety of Non-fiction and non-literacy texts – autobiographies, dictionaries, encyclopedias

Phonics

Inline with the Read Write Inc Scheme, pupils who are not able to recognise and identify 5 phonemes consistently will primary focus on the core foundational skills of Listening and attending. These skills will continue to be embedded along side formal systematic phonics as the children work within the scheme.

Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration and Voice Sounds /Oral Blending and Segmenting.

					
Environment sounds	Instrumental sounds	Body Percussion	Rhyme and Rhythm	Alliteration	Voice Sounds
I can listen to and identify familiar outdoor sounds I can listen to and identify familiar indoor sounds I can use drumsticks (stroke, beat, tap) to make different sounds I can use my voice to sing/babble/shout at different volumes I can respond to a game involving listening to a sound. I can identify sounds made behind a screen I can make the correct animal noise from a set of clues using verbal and methods of communication. I can guess what is inside the container by the sound it makes expressing this using my preferred method of communication. I can identify where a sound is coming from e.g. looking up for a aeroplane, across the road for cars	I can identify and name the instruments being played I can repeat a rhythm I can separate and copy loud and quiet sounds I can stop and start playing my instrument at a signal I can play my instrument to describe an action e.g.scary, banging a drum. I can perform a short instrumental piece for others	I can copy a body sound (clap, tab, stomp etc). I can perform a simple song with actions (clap, tab, stomp). I can copy a sequence of body sounds I can perform actions increasing and decreasing my speed as necessary. I can identify a body sound (snoring, eating) I can use my voice to make slow, fast, quiet, loud, long, short sounds I can move my body in response to an instrument sound	I can join in with repetitive story phrases using preferred communication method. I can perform actions to a nursery rhyme I can move in time to the beat fast, slow, skipping marching I can put rhyming objects in the soup I can continue a rhyming string I can join in with repetitive story phrases I can perform actions to a nursery rhyme I can move in time to the beat fast, slow, skipping marching I can put rhyming objects in the soup I can play rhyming bingo I can continue a rhyming string	I can suggest a person who has a name beginning with a given letter I can suggest an object that begins with the same sound as a name I can suggest non words that begin with the same sound I can sort objects that begin with the same sound I can suggest animals that begin with the same sound I can join in with an alliterative story	I can make sounds with my voice – be a clock, tick tock I can repeat my favourite sound with an adult or group. I can talk like a robot – c-a-t I can continue a sound pattern with my voice and vary the pitch I can add a target sound to a story when I hear a buzz word or character I can listen to a recorded voice and identify the speaker I can record sounds for a lotto game and then match my sounds to pictures I can describe a voice sound using words like long, short, loud, high, low I can use my voice to add sounds to a story by whispering, growling I can use a megaphone to make sounds with my voice I can listen to and sing a variety of songs

All our children will have regular access to:

- Planned communication, reading and writing activities which allow them to expl ore and practice developing skills linked to their personalised targets from their responsive learning plan.
- Opportunities to share books with peers and adults

- Opportunities to enjoy books of their choosing independently promoting a love of reading.
- Weekly small-group reading practice sessions focus separately on decoding accuracy, expression and understanding), and comprehension based on the individual needs of the child.
- Access to learning through play and daily exploratory learning opportunities to embed phonetic knowledge as part of our holistic curriculum
- All discrete phonics sessions will embed Pre Phonics sound and use clear and conscience grouping to focus on sounds or skills needed for each individual.

Within our phonics scheme we utilise Read Write Inc. (RWI) Phonics decodable books are structured, systematically levelled texts specifically designed to match a child's exact phonics knowledge. These books ensure that children only encounter letters and sounds they have already been taught, which rapidly builds reading confidence, accuracy, and fluency.

Intervention Thrive Offer

Early English

Early English is a structured, individualised 1:1 intervention for identified children who require additional support with the early stages of language and literacy development.

Sessions are highly adapted to meet the individual needs of each child and provide a focused range of activities designed to promote engagement with books, the development of core vocabulary and understanding of Blank Level 1 questions. Nursery rhymes, songs and rhythmic activities are used to develop children's awareness of rhythm, rhyme, sounds and intonation. These experiences support the development of early listening and sound-awareness skills, providing foundations for later phonological and phonics-based learning. Sensory books and shared reading experiences provide concrete tactile, visual and auditory opportunities for engagement. These approaches aim to reduce barriers to accessing books and support children in developing positive and regulated experiences with reading and print.Physical, sensory and sound-based activities are incorporated to establish early connections between communication, sounds and reading. Activities are informed by our pre-phonetic learning approach and are carefully selected and adapted to each child's individual developmental level and learning needs.

Stretch and Thrive

Our children may follow different developmental pathways and can demonstrate significant variation between their ability to decode and read words and their understanding of what they have read. Some children may therefore require additional

support to develop comprehension skills, including inference and deduction. Children identified as requiring further development in this area will have access to structured and focused reading comprehension sessions, using appropriate Read Write Inc. comprehension texts. Staff will adapt and scaffold these sessions according to the individual needs of each child. Supporting materials will be used in line with our Universal Communication Offer, including Colourful Semantics and visual communication/AAC display boards, to support vocabulary, sentence structure, understanding and access to the text.