

Phonics

At Hyde Park Junior School, we are determined that every pupil will learn to read and comprehend what they have read regardless of their background, needs or ability. We aim to teach all children to read effectively and quickly, ensuring all pupils complete the Read Write Inc. Phonics programme (RWI) that pupils have progressed through in the infant school. The programme develops grapheme/phoneme recognition (speed sounds) and, accuracy and fluency in word reading.

[Parent video: Understanding Phonics - YouTube](#)

Comprehension

As children enter Year 3, the expectation is pupils will have completed the RWI programme and will be ready to move to the next reading scheme. Children may still require time to develop their understanding of speed sounds, accuracy when reading and fluency leading to a developed level of understanding of what has been read and therefore will continue to access the RWI programme.

We have a carefully designed 'Reading Pathway' (at the end of this document) which ensures pupils progress efficiently through levels of decoding and are taught comprehension skills and strategies to become highly competent readers by the end of the key stage. At each stage your child will be working in different sized groups with a teacher or teaching assistant.

As pupils pass through KS2, their reading skills are enhanced through the development of the following comprehension skills, which are explicitly taught and practised. Below is a table listing the key comprehension skills and some associated questions.

Retrieval Find and record information and identify key details.	<p style="text-align: center;"><u>Question Stems</u></p> <i>Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story? Whose perspective is the story told from?</i>
Inference Make and justify any conclusions using evidence from the text.	<p style="text-align: center;"><u>Question Stems</u></p> <i>What do you think... means? Why do you think that? Why do you think...? How do you think...? Can you explain why...? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show...? How does the description of ... show that they are...? Who is telling the story? Why has the character done this at this time?</i>

<p>Prediction Say or estimate what might happen from detailed given and implied.</p>	<p style="text-align: center;"><u>Question Stems</u></p> <p><i>Can you think of another story with a similar theme? Which other stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward?</i></p>
<p>Sequencing and Summarising Summarise the main ideas from a piece of text or place events in the order they happened.</p>	<p style="text-align: center;"><u>Question Stems</u></p> <p><i>What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these...? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read?</i></p>
<p>Explaining Explain how content is related, meaning is created and any themes or patterns in a text.</p>	<p style="text-align: center;"><u>Question Stems</u></p> <p><i>What is similar/different about two characters? Explain why... did that. Describe different characters' reactions to the same event. What is similar/different? Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know? How are these two sections in the text linked?</i></p>
<p>Vocabulary Find and explain the meaning of words in context.</p>	<p style="text-align: center;"><u>Question Stems</u></p> <p><i>What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find/highlight the word that is closest in meaning to...</i></p>

Parents

It remains important that you continue to read to and with your child, and ensure they continue to practise at home. In the Junior school, home reading is recorded in your child's online reading record:

BoomReader ([BoomReader — The Digital Reading Record](#)).

[Parent video: Why read to your child? - YouTube](#)

Here are some tips to help children of all ages to enjoy reading and to get reading more often.

Ten top tips for reading stories to your child

- 1 Make reading to your child feel like a treat.
Introduce each new book with excitement.
- 2 Make it a special quiet time and cuddle up so both of you can see the book.
- 3 Show curiosity in what you're going to read:
Oh no! I think Arthur is going to get even angrier now.
- 4 Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation:
Oh I think what's happening here is that...
- 5 Chat about the story:
I wonder why he did that?
Oh no, I hope she's not going to...
I wouldn't have done that, would you?
- 6 Avoid asking questions to test what your child remembers.
- 7 Link stories to your own experiences (e.g. *This reminds me of...*)
- 8 Read favourite stories over and over again.
Get your child to join in with the bits they know.
- 9 Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.
- 10 Read with enjoyment.
If you're not enjoying it, your child won't.



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Take breaks while **reading**.

Build **reading** into **your child's** daily routine.

Encourage **your child** to follow **their** interests.

Use technology together.

Encourage **your child** to be the author, retell or make up stories.

Have a chat.

Listening to your child reading is important. However, your child hearing you read or tell a story is just as important. This will support them to develop new vocabulary, learn how to use expression in their voice. Encourage your child to decode the sounds e.g., segmenting or drawing on sound buttons. When you are out and about read signs around you. Practise speed reading the sounds your child has been learning in school.

My child won't read, no matter what I do. How can I help?

- Read to your child as much as possible
- Don't make an issue out of it
- Talk to your child's class teacher - working together will help

Useful Terminology

- **phoneme** – A *phoneme* is the smallest unit of sound in speech, this may be one letter, or a group of two or three letters which make one sound.
- **blend** – to draw individual sounds together to pronounce a word, e.g., s-n-a-p, blended together, reads snap.

- **segment** – to split up a word into its individual phonemes (sounds) in order to spell it, e.g., the word ‘cat’ has three phonemes: c – a – t,
- **sound buttons** – the number of phonemes (sounds) in a word, your child will be encouraged to draw a dot under a single letter to denote the number of sounds, if it is a digraph, they will underline both sounds instead of drawing a dot. For example, ai in snail.
- **grapheme** – A *grapheme* is a letter or a number of letters which represent a sound (phoneme) in a word.
- **grapheme-phoneme correspondence (GPC)** – the relationship between sounds and the letters which represent those sounds; also known as ‘letter-sound correspondences. This means that your child will be able to recognise and/or identify the written form of a letter when listening to the sound.
- **digraph** – A *digraph* is a single sound, or phoneme, which is represented by two letters like ‘ow’ as in ‘s-n-ow’ reading ‘snow’.
- **split digraph** – two letters (consonants), split by another letter (vowel), but which make one sound, e.g., a-e as in make or i-e in site.
- **trigraph** – A *trigraph* is a phoneme which consists of three letters like ‘air’ as in ‘hair’. Three letters making one sound.

Reading across the Curriculum

All children read individually weekly with a teacher/teaching assistant with a focus of word reading or comprehension with a book appropriately matched to their reading ability. The focus of this read and the next steps are shared with parents for at home development and consolidation.

Reading lessons are taught throughout the week to practise the skills of decoding and comprehension with children learning and embedding the reading skills detailed in the table above.

As well as using the reading schemes designed to develop reading comprehension, teachers develop comprehension lessons which practise these skills and directly link or are based upon a class read or content of another subject such as history or science.

Teachers also create opportunities to use taught reading skills when pupils are studying other subjects, selecting appropriate high quality and engaging texts for pupils to access during those lessons.

Assessment

Assessment is a critical element of our reading programme. Teachers assess pupils’ phonic knowledge, the speed at which pupils are able to read the text as well as their understanding of the stories they read.

Assessment opportunities are built into every reading lesson. Choral response, group work and partner work alongside the small group size allows teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. These ongoing assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the Reading Leader to provide additional support (e.g for children making slower progress and needing additional practice of specific elements or for children who have met/show mastery in the expected level and require next steps to further their knowledge and skills).

Assessment information is also used to provide updates to parents via Parents' Evening updates or more specific meetings with parents.