Early Reading at Monken Hadley

Curriculum Intent

At Monken Hadley School, we aspire for all of our children to become successful, fluent, confident and enthusiastic readers and writers. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'love of reading' culture. The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher-level whole language and comprehension skills. We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school, enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

Curriculum Implementation

At Monken Hadley we use Twinkl phonics which has developed the Department of Education Letters and Sounds' This allows our phonics teaching and learning to be progressive from reception up to Year 2 and for interventions in KS2 to have fidelity. Children in reception build on their listening skills and are introduced to Phase 2 which marks the start of systematic phonics work. They have discrete, daily phonics sessions where they revise previous learning, are taught new graphemes/phonemes, practise together and apply what they have learnt. Through phonic sessions, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more. Children work through the different phases, as shown in our progression map. As they grow in confidence and experience, they are introduced to alternative ways of representing the same sound.

Phonetically decodable books are introduced at the start of reception and are linked to the phonics being taught. They are used during phonics and reading sessions, and then the children take them home to continue practising the application of their phonic knowledge.

Children are assessed during each phonics session, so that follow up can be given for any gaps in learning. At the end of each phase there is a summative assessment on their Phonics knowledge which is then used as the basis for follow up intervention. Teachers use assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments ensure that no child is left behind.

Curriculum Impact

Through the teaching of systematic phonics, our aim is for children to become confident and enthusiastic readers by the end of Key Stage 1. Children can then focus on developing fluency and comprehension throughout the school. Children are assessed during each phonics session, so that follow up can be given for any gaps in learning. At the end of each phase there is a summative assessment on their Phonics knowledge which is then used as the basis for follow up intervention. Teachers use assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments ensure that no child is left behind.