



## Cawston CE Primary Academy- The Teaching of Phonics

The teaching of phonics is taught following the Read, Write, Inc. Phonics Programme where the children are encouraged from an early stage to blend sounds to read words consistent with their phonic knowledge. Correct pencil hold and letter formation is taught and children are encouraged to record their thoughts and ideas through a mix of scribing, shared writing and then independent writing using their knowledge of letter sounds.

### Early Reading

At Cawston CE Primary Academy, we have designed our early reading curriculum with the intent that all children, regardless of background, will become fluent, insightful readers. We have developed a curriculum that will instil in all children a love of reading that we hope will stay with them for life. We understand that children who are confident adept readers will be empowered to succeed in all other areas.

We will deliver an early reading program that comprises:

Systematic Synthetic Phonics taught daily in EYFS and KS1, and in KS2 when appropriate through the scheme 'Read, Write Inc'.

During phonics sessions the children will come across 'green words', 'red words' and 'nonsense words' these are taught specifically to support the development of their reading skills.

'Green' words are phonetically decodable words that the children learn to read. They allow children to become fluent readers because regular reading of these words mean that they become familiar and are able to recognise/read them on sight. They can then use their knowledge of these words to read similar words more quickly.

'Red' words are words that children will need to learn on sight because they contain parts that are not decodable. For example the word 'said' is pronounced as 'sed', but children must learn the correct pronunciation and spelling. They might only be red words until a specific sound is learnt or because people pronounce them differently in different parts of the country.

Nonsense words are incorporated into teaching reading as it is an effective way to establish blending and segmenting skills. By reading nonsense words children develop their ability to decode individual sounds and then blend them together to read. These nonsense words are letter sequences that follow regular phonetic rules and are pronounceable, but have no meaning — for example, blay or vaw or chig. While they are learning to read, children will read from books with the sounds they know. Teachers and teaching assistants provide extra practice through the day for specific children.

Teachers instil in children a love of literature: the best stories and poems. Through the use of daily story time, the Power of Reading texts and teaching sequences, children enjoy listening to a wide range of stories, poems and non-fiction. Texts are chosen for reading to develop pupils' vocabulary, language, comprehension and love of reading.