

# Lyngford Park Early Reading

## Intent, Implementation and Impact



### **Intent**

At Lyngford Park School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling. Through RWI phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know. The teaching of phonics is of high priority, and we ensure children in EYFS and KS1 are given the best opportunity to achieve expected progress, or more, in reading. We have a consistent approach to the teaching of phonics across the school and the children have direct phonics teaching daily, from Reception until they complete the Read Write Inc programme.

### **Implementation**

Lively phonics books are closely matched to the children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding. A thought-provoking introduction prompts for thinking aloud and discussion help children comprehend what they are reading.

Teachers read aloud and discuss picture books with similar themes to those in the storybooks, so children build up background knowledge ready for the next storybook.

### **Reading:**

Children read the text three times. On the first read, children focus on accurate word reading, the second, on developing fluency; and the third, on comprehension. Fluency and comprehension increase with each repeated reading.

Accuracy:

Children learn to-

- Read new sounds and review previously taught sounds.
- Sound out the names of characters and unfamiliar words.
- Understand the meanings of new words.
- Read the story.

Fluency:

Children learn to-

- Read the words in the story speedily.
- Track the story.
- Read the story with increased speed.

Comprehension:

Children learn to-

- Predict the outcome, after listening to a story introduction.
- Discuss and compare key moments in the story.
- Read the story with a 'story teller's' voice.
- Answers questions about the text
- Read a story at the same level at home.
- Build background knowledge, ready to read the next Read Write Inc. story book.

## **Impact**

The impact of using the Read Write Inc. Programme (including lesson packs, display photos, weekly planning and parents' notes), as the basis of our phonics teaching at Lyngford Park Primary within EYFS, K51 and where appropriate KS2, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. The programme will prepare children for the statutory year 1 phonics screening check. Following the programme gives school a consistent approach to phonics, which are clear to teaching staff and learners. Parental engagement can also be improved through the use of the stage-appropriate Book Bag books, carefully selected resources, video links and tutorials.

Initial diagnostic assessment informs groupings on a stage not age basis.

Use of regular and systematic high-quality assessment informs children's next stage within the programme. Detailed tracking of individual children highlights progress and attainment on a half-termly basis.