Teaching Phonics and Reading at Haywood Grove School

Our DfE **validated systematic synthetic phonics programme** is:

Twinkl Phonics

The programme consists of planned lessons that follow the progression of Letters and Sounds; it incorporates mnemonics to support letter formation, readymade resources and activities to support teaching.

Reading is a challenge, and a significant barrier to learning, for many of our pupils; for some pupils, their **mental health can also be impacted severely** by their less developed reading skills which affect self-esteem and self-efficacy. We employ a number of additional to support the teaching of reading which allows us a great deal of flexibility to support the differing needs of our children.

Reading books – our library features a variety of books including reading scheme books which are phonics based, free-reader books and books of interest to the children and that cover the learning in the wider curriculum at school. Children are heard to read daily where practicable; and liaising with parents we are able to **send books home where this is appropriate** – for some of our children, reading and learning is a school thing and struggle with these concepts in the home.

Accelerated Reader – The vast majority of reading material in the school library has been linked with Accelerated Reader and has an associated comprehension quiz. When a child finishes a book, they are able to access a short quiz independently, which can **build up a picture of their comprehension**. This platform also includes STAR Reading and Early Literacy assessments, the former providing a reading age which is a tangible metric that can be shared with stakeholders.

Phonics Play – This is an online resources with a large number of fun games (and printable resources) that can be used to enable the children to **practice and consolidate their phonics skills** when, for example, a Twinkl game has been exhausted.

Nessy Reading and Spelling – this is an evidenced-based, long-term intervention that was introduced last year and classes are in the process of embedding into class teaching. The children undertake a brief assessment at the beginning of the year which ensures that it is correctly pitched so they can access it as **independently as possible** and while they are working through activities, behind the scenes they are making progress towards automatically generated targets (these can be manually set if necessary). The platform also monitors the words that the children learn, and teachers have access to a multitude of resources to support teaching and intervention should they be needed.

Bug Club – this is library of **online reading books** that children can access both at school and home; they incorporate phonics teaching, high frequency words and comprehension.

Discovery Education and **Teach Your Monster to Read** – These provides additional resources and activities to **supplement phonics teaching and intervention**.

When phonics doesn't appear to work – for some children, securing phonics skills can be challenging and so they are therefore occasionally taught sight words in isolation. Whilst this is done to improve access, fluency and automaticity (where memory and recall may be a barrier), we recognise that children **must also continue to be taught phonics skills** so that they can segment and blend unfamiliar words when they come across them.

Dyslexia Screening – our cohort's prior experience in mainstream education has been marred significantly by their main presenting SEMH needs which have hindered access to learning many functional skills. As a result, reading has often not been assessed closely and **underlying needs may have been missed**, such as dyslexia. In response to this, for the last two years, we have screened children for dyslexia in the autumn term to help identify potential need. Whilst this is not a clinical diagnosis, it is helpful in building a picture of the type of support and intervention individual children may need in order to develop reading skills successfully.