

## English Reading: Pedagogy

At Emmaus, we want to instil a love of reading within our school community. We promote a love of reading through story time, shared reading, high-quality class libraries and reading-rich learning environments. We recognise that reading is the key that unlocks the rest of our curriculum, so place a central importance on children's mastery of this area. We separate reading into learning to decode (the teaching of phonics) and learning to comprehend (Inference lessons). Children start on a phonics and progress onto inference lessons once they have developed sufficient phonological understanding.

### Learning to decode: Phonics

At Emmaus, we use Ruth Miskin Training's (2021) 'Read, Write, Inc' Phonics programme. This is an inclusive literacy programme for all children learning to read. It is aimed at children reading at age-related expectations or below and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Read Write Inc. sessions occur in Foundation Two and KS1 each day and four times weekly for those children who require it in KS2, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

### Aims and Objectives

To teach children to:-

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Spell effortlessly so that all their resources can be directed towards composing their writing.

### Teaching and Learning Style

This is based on the 5 Ps.

**Praise** – Children learn quickly in a positive climate.

**Pace** – Good pace is essential to the lesson.

**Purpose** – Every part of the lesson has a specific purpose.

**Passion** – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

**Participation** - A strong feature of phonics lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

## Planning

Pupils work within ability groups that are defined by their performance using RWI phonic assessments. Pupils are re-assessed at the end of each half term and the groups are reorganised accordingly.

Teacher-generated planning is minimised as the planning is integrated into the teacher's handbooks and follows set routines. Each phonics teacher has a printed format for planning ditties or storybook lessons. To this framework is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

## Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be de-clustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Digraphs and trigraphs are called 'special friends' to enable children to understand the concept of graphemes with more than one letter.
- Split digraphs are called 'split special friends'.
- Letter names are to be introduced with Set 3.



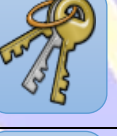
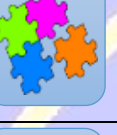

For children who have completed the Read Write Inc. programme, reading is assessed using PM Benchmark to determine an appropriate level of reading book to take home and practice their developing skills.

For children who need extra support throughout school, we offer Lexia Core 5 and Project X standardised interventions with teaching assistants who have been specially trained.

[Please click on this link to the parents' Read Write Inc. site, where you can find further information and videos to help you support your child.](#)

## Learning to comprehend: Inference sessions

Our comprehension sessions are based on 'Inference Training', a comprehension intervention that focuses on boosting vocabulary, activating background knowledge, making inferences, integrating and building meaning and promoting the enjoyment of reading (Whatmuff 2014). This has been adapted from the work of Yuill and Oakhill (1988). We have developed a series of skills that are focussed on within lessons:

Reading Comprehension skill	
	Make predictions and ask questions.
	Use background knowledge to connect with the text.
	Notice any breakdowns... and how to repair them.
	Look for clues like a detective.
	Collect key words and phrases.
	Connect key words and phrases to build GIST.
	Think in pictures to visualise what is happening.
	Develop a personal response to the text.

### Teaching sequence

We plan whole-class reading sessions using a planning tool developed by North Yorkshire education services (Durran 2019). This breaks down sessions, or groups of sessions, into different parts:

- **Prepare: Phonological Awareness:** this provides children with the opportunity to practise their phonics skills in decoding and spelling. It builds on the skills developed in the 'Read, Write Inc.' programme.
- **Prepare:** provides a scaffold for the children's encounter with the text.
- **Read:** provides strategies to develop reading fluency and ensures children's reading of the text is as engaged as possible.
- **React:** allows children to react to the text personally, as readers.

- **Process:** allows children to process their responses and understanding through writing, talk, drama or drawing
- **Explore:** children explore the text through discussion, reading closely for comprehension or to analyse language, meanings and their effects on the reader. This is an opportunity to make inferences, select key words or phrases and make wider connections.

**For further information, please read:**

**Durran J** 2019 *Whole-class reading: a planning tool*; North Yorkshire education services  
<https://jamesdurran.files.wordpress.com/2019/01/wcr-planning-tool.pdf> Accessed 27.04.2021

**Ruth Miskin Training** (2021) *Read Write Inc. Phonics*  
<https://www.ruthmiskin.com/en/programmes/phonics/> Accessed 27.04.2021

**Whatmuff T** 2014 *Inference Training*  
<http://removingbarriers.lls.leicester.gov.uk/Media/Removing%20Barriers/LLS%20web%2003-14%20V2.pdf> Accessed 27.04.2021

**Yuill N and Oakhill J** 1988 Effects of inference awareness training on poor reading comprehension;  
*Applied Cognitive Psychology* Vol 2 No. 1 pp. 33-45