

At Brentfield, we put learning at the heart of everything we do. We support our children in gaining both the academic and the life skills to become effective communicators and successful global citizens. We believe that language and communication is at the root of all learning and is something to be fostered and developed at all stages.

'When we change the way we communicate, we change society.' Clay Shirky

The development of children's language is crucial to their success across the curriculum. To facilitate our pupils language and communication skills, at Brentfield we teach the children key English skills - Speaking and Listening, Reading and Writing – across all areas of the curriculum.

Phonics

We all know that reading opens the door to all learning and provides children with the tools to become independent life-long learners. A child who reads a lot will become a good reader. A good reader will be able to read challenging material. A child who reads challenging material is a child who will learn. It is therefore vital that your child finds learning to read and write a rewarding and successful experience.

At Brentfield Primary School we use the lively synthetic phonics programme 'Read, Write, Inc. Phonics' to ensure we get our children reading and writing quickly. Our aim is for our children to be able to read with accuracy and confidence, and above all to love reading.

RWI supports pupils reading as the pupils will learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning.

Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.



When using RWI Phonics to read the children will:

- Learn that sounds are represented by written letters
- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- Learn how to blend sounds
- Learn to read using Fred Talk
- Read lively stories featuring words they have learned to sound out
- Show that they comprehend the stories by answering questions

The following links are designed to support parents in reading and saying the correct 'pure' sounds, in order to support your children in their learning of phonics. Click on the logo to see how you can support your child with learning phonics at home.



Area	Link
What is RWI?	https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=1
How to say sounds	https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2
Reading the stretchy sounds with your child.	https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=6
Reading the bouncy sounds with your child.	https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=7
Reading the diagraphs with your child	https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=8
Sound blending	https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=10
Red Dity Books	https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=15
The phonics screening check	https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=4

Red Books (Ditties 1)	Red Words	Green Words	Speed Sounds
Red Books (Ditties 2)	Red Words	Green Words	
Green Books Purple Books (Set 1 and 2)	Red Words	Green Words	Speed Sounds
Pink Books (Set 3)	Red Words	Green Words	
Orange Books (Set 4)	Red Words	Green Words	Speed Sounds
Yellow Books (Set 5)	Red Words	Green Words	
Blue Books (Set 6)	Red Words	Green Words	Speed Sounds
Grey Books (Set 7)	Red Words	Green Words	

Daily Supported Reading

At Brentfield, we use the Daily Supported Reading (DSR) programme to teach reading in Early Years Foundation Stage (EYFS) and KS1. The programme is initially delivered to Year 1 and the lowest attaining children in year 2. It is then introduced to Reception later in the year when pupils are more confident and fluent with their phonics.

DSR is a quality first teaching programme that ensures sustained independent reading opportunities for children in EYFS and KS1. Each child in the programme receives a daily 25-minute reading lesson at their instructional level, taught by a teacher or trained adult.

It helps children make accelerated progress by working in a coherent and systematic way. The lessons are scripted, and take place four days a week without exception. Children are grouped by reading attainment level, and there are no more than six children in each group.

A DSR co-ordinator manages the implementation of the programme, and organises a weekly development meeting for all the adults involved. These meetings usually last for 30 minutes, and are used to collect feedback on the progress of each child. This data informs the regrouping of children each week and shapes the planning of future teaching sessions. Children

The programme aims to:

- Dramatically increase the quantity of texts that beginner readers engage with enjoyably and independently every day.
- Ensure that all children make good progress by working with a trained adult in a small group every day.
- Establish a coherent approach to early reading instruction in KS1.
- Expose children to 70 plus texts across the year pitched to each child's independent reading level.

Destination Reader



In KS2 and Year 2, we use Destination Reader (DR) to teach reading to our pupils. DR builds on the skills that children have learnt in DSR. It is an approach to teaching reading in KS2 that involves daily sessions (taught four times per week) incorporating whole class modelling prior to the children applying these skills through partner work and independent reading.

The intent of using DR to teach reading at our school is in order to embed the following reading opportunities for our pupils across the curriculum:



- Create quality experiences
- Promote enjoyment
- Increase reading mileage
- Build firm foundations
- Develop thinking and understanding
- Make talk central and develop communication

Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued and children are given ample opportunities to discuss books with their partners using sentence starters to support them in actively listening and participating and discussing and explaining ideas. Here is an example of the stems that we use within lesson and children could also be encouraged to use them at home.

Year 3 and 4

Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in... What do you think? That's a good way to think about it.	
	Active listening	Good point That's interesting I hadn't thought of that point. Can you explain?	

Year 5 and 6

Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in... Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	 
	Active listening	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more...	

Once these learning behaviours have been embedded, the children learn 7 key reading strategies in turn which help them deepen their understanding of a wide range of texts.

Reading Strategies

1. Predicting
2. Inferring
3. Asking questions
4. Evaluating
5. Clarifying
6. Making connections
7. Summarising

By concentrating on one strategy at a time, teachers are able to support and challenge children to develop their reading skills. While children read their book with their partner they are encouraged to stop and have discussions in a respectful way always extending their answers using the word because and evidence from the text. Pupils are given language stems that link to each strategy to support them with their discussions. These have been included below so that you can use them when reading at home or answering questions about a book you have read to them.

Evaluating

Language

The *phrase/word* works well...

I like the way the author uses ... it makes me think of ...

This sentence has high impact...

Evaluating

Organisation

The way is presented helps the reader...

The text is organised well because...

The structure could be improved by...

Clarifying

I didn't understand ... so I ...

... is a tricky word so I ...

I need to reread ... because ...

I think that means ... because...

Inferring

I think this character is ...

The word tells me ...

That part tells me ...

This makes me think that ...

Summarising

The most important ideas are ...

The book was about ...

This chapter was about ...

This part was about ...

Predicting

I predict that ...

I wonder if ...

I bet ...

I think ... will happen ...

Questioning

Who ...? What ...? When ...?

Where ...? Why ...?

I wonder if ...

Why do you think that ...

Making connections



I know about this because I ...

I've been to / seen ...

I saw a programme about ...



This reminds me of ...

This is similar to ...

I think this is a ... book ...



This links to ...

This makes me think of ...

The strategies are then combined as the children progress and applied to different forms of texts such as poetry and non-fiction. These strategies equip children with a robust toolkit to apply when reading across the curriculum and at home.