

Phonics and Reading at Hazel Oak

In lower school, there is a daily focus of phonics aiming to teach children how to read and spell words (which is developed throughout the day during the curriculum). The use of Phonic Bug books reinforces progression as well as the interactive games available on the Phonics Bug website. Phonics play and phonic Lego are also strategies used to enable children to progress within their phonic skills.

Reading in lower school is based around the Collins Big Cat books and Progress books. The scheme is used for guided reading and is supported and reinforced by the reading book sent home with your child. In class, a wide range of texts is used to promote reading to enable children to identify the variety of writing forms that are available to us. Oxford Owl and Bug Club are interactive online reading resources that allow children to access reading in a technological format. (Bug club and Phonics Bug are linked supportive schemes.)

In upper school, reading becomes more of an independent activity. Students are encouraged to have a private reading book and to read for pleasure. Reading and comprehension is supported by the SRA scheme; students are directed to the appropriate level and progress at a personal level. This is monitored and evidenced by the student record book. Within the curriculum, students may have a class reader (at an appropriate level to the group) that they will use to develop comprehension skills as well as using a wider range of text formats. When it comes to accredited courses, there are specific texts that the students must cover and work with to fulfill the examination criteria.

In order to secure a more fluid progression in reading in upper school, we currently use the Dockside Scheme but are looking to buy an alternative reading scheme that develops skills similar to that in place in lower school but is that is more age appropriate.

Spellings are provided on a weekly basis across the whole school. They are from a progressive scheme that focuses on the development of spelling patterns.