



# Phonics & Reading Policy

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<b>Approved by the Committee/Governing Body</b>	<i>Bosmere Primary School</i>
<b>Signature of Chair of Governors/Committee</b>	
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## Introduction

At Bosmere Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

## Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

## Intent

- High quality phonics teaching ensures that all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- The teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- Children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.
- Pupils develop good comprehension skills in guided reading lessons. These make use of appropriate texts and well planned questions to develop vocabulary and understanding.
- Most importantly, pupils read for pleasure and are able to read to access other learning and as a basic life skill.

## EYFS / KS1 Reading and Phonics

### Curriculum

Phonics teaching progression - as outlined below based on Letters and Sounds

Reading teaching progression - using the skills and content listed in the National Curriculum

<u>EYFS</u>	<u>Daily Phonics</u>	<u>Reading</u>
	Nursery:	Nursery:

	<p>Letters &amp; Sounds - Phase 1 Beg Phase 2 when ready, using Jolly Phonics</p> <p><b>Rec:</b> Letters &amp; Sounds - Phase 2 - 3 using Jolly Phonics</p> <p>Continuing Phase 1 as appropriate</p>	<p>ORT Pink / Red 1 books . Book home to share every week. Children not read with at home are included in reading intervention in class. Stories hared regularly/daily</p> <p><b>Rec:</b> ORT Pink onwards</p> <p>Daily reading <b>to children</b> at story time - sharing good quality text and discussing language and punctuation.</p> <p><i>Children in Rec are heard read by a member of staff at least once a week.</i></p> <p><i>Children not reading regularly at home will receive additional reading either with an adult or school ambassador in school.</i></p>
<p><b>KS1</b></p>	<p><b><u>Daily Phonics</u></b></p> <p>Cross-phase phonics groups (Letter &amp; Sounds Phase 2 - 6) run every morning</p> <p>SPAG is also delivered to Y2 as part of these sessions.</p> <p>Phase 1 Phonological Awareness Intervention group 2 x weekly delivery (JC) for targeted children</p>	<p><b><u>Reading</u></b></p> <p><b>Daily Guided Reading</b> KS1 are currently embedding the Hooked On Books approach to guided reading (Jane Constadine). Whole class paired / group reading with same genre text at their level. Whole class questioning eg what adjectives did you find? What was the main character like? Etc Teaching staff rotate their focus group to ensure they hear all / most class read throughout the week.</p> <p><b>Individual readers</b> Volunteer support help hear individual readers through the week and change books. Teaching staff hear individual readers to change book levels as appropriate.</p> <p>Daily reading <b>to children</b> at story time - sharing good quality text and discussing language and punctuation.</p>
<p><b>KS2</b></p>	<p><b><u>Daily phonics</u></b> This is reinforced through spellables taught 4 x /week. The focus is the use of phonics to segment for spelling.</p> <p>Pupils who do not a concrete working knowledge of phonics, have weekly phonics intervention.</p>	<p><b>Whole class</b> Reading is taught through whole class guided reading 4x/week. All pupils read and follow from the same book, using a ruler to follow the text. Questions are asked using the VIPERs model to structure questions (vocabulary, inference, predict, explain, retrieve, summarise). Pupils answer questions in a range of ways: verbally, with a partner, in sentences, using multiple choice or longer pieces of writing.</p> <p>Pupils create a glossary of new words as they read. When pupils read aloud they are taught how to improve their use of phonics, intonation and expression. There are also regular opportunities to teach grammatical terms and the use of punctuation through whole class guided reading.</p> <p><b>Individual reading</b></p>

		Pupils who are not yet reading at the required standard, read to an adult in school at least once a week. Pupils change their own books and are checked by an adult to move onto a reading stage.
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### **Phonics lessons**

Phonics lessons include the following sections:

- Revise – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / words
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Assess – Monitor progress within each phase to inform planning.

### **Homework and encouraging reading**

The whole school reading challenge encourages pupils to read at home regularly. Each week that the pupils read at least 4 times to an adult, and this is recorded in their reading record, they receive a Dojo. At the end of the year, pupils who have read regularly most weeks will be part of the whole school reading reward.

### **Reading scheme**

The school uses a mixture of schemes, which includes the Oxford Reading Tree and Collins. These books are linked to letters and sounds and organised into a single colour sequence level scheme. Children are reading books that help to embed their recent phonics learning. The reading scheme continues into Key Stage 2.

In Key Stage 1, texts used in guided reading are also levelled in a similar way so that pupils can access the words and phonemes at their level.

### **Assessment of reading**

Pupils' knowledge and skills in reading are recorded on Compass as part of ongoing assessment and feedback. This is used to inform planning, teaching and identify patterns in learning. It also provides information, using the 'best fit model', to judge whether pupils are working at, below or above the expected standard. This summative judgement is made 3 times a year.

Other assessments are:

- Salford reading test (Y1-Y6) How often?
- Key words and phonemes known in EYFS and Key Stage 1
- Phonics screening check termly in Year 1 and recheck in Year 2
- Ongoing assessment by teaching staff to inform book levels for individual readers - (EYFS - Y6)
- Against the Early Learning Goals (end of Reception)
- Phonics check at the end of Year 1 and for those who did not pass, at the end of Year 2 also
- Year 2 assessments against the end of Key Stage 1 expectations using SATs materials and teacher assessment
- Year 6 SATs using externally marked papers.

Pupils who are not on track may be discussed at Achievement Team Meetings (every 3 weeks) and are planned for at termly Pupil Progress meetings to review and plan support. This may lead to setting up an intervention group, closer monitoring, a specific current intervention, more encouragement to read at home or other adapted teaching.

### **Monitoring**

The monitoring of phonics and reading is part of our whole school monitoring. This includes Ten Minute Tours, which are based around a particular focus/question. Termly Book and Compass Monitoring is used to demonstrate that assessments are accurate and that pitch and expectation is appropriate.

### **Summary of changes to the policy**

<b>Document control</b>			
<b>Date</b>	<b>Section(s)</b>	<b>Update(s)</b>	<b>Notes</b>
14/02/22	Introduction Implementation Impact	Withdrawal clause added End of unit assessment sheets added End of unit assessment sheets added	