

Reading and phonics Policy

Phonics Statement

Phonics is taught in a highly structured programme of daily lessons across EYFS/KS1 and KS2 in groups differentiated according to children's phonic awareness and development. The Letters and Sounds programme is followed, providing a synthetic approach to the teaching of phonics. This is supplemented by Phonics Play and other ICT games. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned.

Phases of the Phonics Programme

Children begin with Phase 1 which provides a range of listening activities through play, to develop their listening skills. Progress is tracked as an ongoing process and is monitored closely at the end of each half term. Pupils then continue to build upon the listening activities and are introduced to Phase 2 which marks the start of systematic phonic work. Grapheme-phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught writing the letters to encode words. Phase 3 completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes. At this stage just one spelling is given for each phoneme. When children become secure they continue into Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase. Phase 5 looks at alternative spellings for some phonemes and allows the children to see the range of ways phonemes can be represented. It is expected that children who start Phase 6 will be ready to develop a variety of spelling strategies including word specific spellings e.g. see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the

accurate spelling of words containing unusual GPC's e.g. laughs, two.

The spelling of high frequency and tricky words are taught continuously throughout the phases.

Phonics Assessment

Children's progress is continually reviewed to allow for movement between ability groups, and children move phonics group when it is felt necessary to meet their needs. Children are formally assessed at the end of each term.

The National Phonics screening check is performed in June of Year 1. Prior to this, the Year 1 phonics workshop gives parents information about how they can support their children at home with phonics. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 with additional support. As children enter KS2 provision is made for those children still requiring daily phonics.

Reading Statement

At Royles Brook Primary School children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading.

Children read in school independently, in guided groups and as a shared class session. They listen to adults and other children read, taking part in paired reading with their own and other age groups. We use a variety of different reading schemes including, Oxford Reading Tree, Collins, Ginn, Phonics Books and Rigby Star.

Our Reading aims are:

- To develop phonetic skills which lead to blending and reading accurately and fluently.
- To promote confidence and positive attitudes to reading

through access to a wide range of literature.

- To develop their vocabulary and comprehension of what they have read.
- To encourage good home/school partnerships.
- To enable children to analyse what they read and to participate in discussion and debate about texts.
- To monitor each child's progress through the use of a range of assessment strategies e.g. Reading Age tests.
- To support those children who require additional support with their reading.

Reading in School

Many activities take place which promote pre-reading skills. Children become aware of print in their environment and match pictures and words. Language comprehension is developed by talking and reading to the children. As children gain phonic knowledge they start the process of decoding.

Initially, as children learn to read, they are given a picture book with no words with the intention that they will share the book and take part in a conversation generated by the pictures.

Gradually as the children's knowledge of letters and sounds develop they begin to phonetically decode words.

Our reading books are organised into coloured book bands and boxes. Children are assessed regularly and move onto the next book band/ box when their fluency and understanding show that they are ready. We have 100% decodable reading books available for home reading. Children move through the Book Bands until they reach the required standard to become a Free-Reader, choosing a book to read from our well-stocked school or class libraries. We have suitable age and phonic stage reading material for reluctant readers and struggling readers in KS2 classes. In addition to a personalised reading books, children are able to take a book home from the school library. In KS2 there is a greater emphasis on comprehension with most children decoding easily.

Developing Reading for Pleasure

We try to encourage a love of reading by holding book themed days and events both as individual classes and across the whole school. E.g Reading challenges and competitions linked to World Book Day. We have strong links with our local library, welcoming them into assemblies and organising class or group visits throughout the year. A Book Fair is held yearly to allow all children the chance to look at new books of all genres and hopefully purchase a new book of their own to take home!

Assessment of Reading

Reading is assessed regularly and monitored on the school tracking system. In KS1/KS2, optional SAT reading tests are also used to monitor progress.

K.Dodgson - Reviewed February 2019