

## **Phonics and Reading Policy**

We strive to teach all our children to read and to enjoy a variety of texts so that they will become independent, critical, fluent, life-long readers and learners. We believe reading is a vital skill and this belief underpins the huge emphasis we place on the teaching of reading in our school.

### **Phonics**

#### **Reception and Key Stage One**

Daily phonics lessons take place in Reception and Year One to teach early reading. The Systematic Synthetic Phonics Programme followed is called 'Little Wandle Letters and Sounds Revised'. Children are grouped in their classes according to the phonics phase they are working at.

This year, Year Two are also following the Little Wandle teaching programme to make sure that essential phonics teaching is not missed by children who have experienced two terms of school closure over the past two year due to COVID.

Daily lessons take place starting at 10 minutes long in Reception, building to 20 minutes by the end of the year and 20-35 minutes in Key Stage One. Each lesson is well-paced and consists of revisit and review, teach and practise, practise and apply. Each week consists of four teaching lessons and a review lesson.

Children are assessed within each session by the teaching staff and receive extra practise during the school day when needed to help embed phonics learning. Children are formally assessed at the end of each half term to identify progress.

All children are encouraged to apply the skills taught in phonics lessons to their reading and writing. Teachers support children to use phonics, as one of the strategies for reading, during reading practice.

Children receive a decodable book each week to develop fluency and confidence in reading.

#### **Nursery**

In Nursery, children experience Phase 1 phonics.

#### **Key Stage Two**

In Key Stage 2, phonics sessions take place four times a week to make sure that essential phonics teaching is not missed by children who have experienced two terms of school closure over the past two years due to COVID.

Children have been grouped and work in small groups within a bespoke programme (the programme familiar to them last year) to ascertain the essential phonics knowledge and skills at an accelerated pace.

Children are assessed within each session by the teaching staff and are formally assessed at the end of each half term to identify progress.

Children that have a secure knowledge complete additional spelling activities in this time to consolidate and build on prior learning in Key Stage One.

## **The Teaching of Reading**

Reading is taught through Whole Class Shared Reading, Guided Reading, Reading Practise Sessions and English lessons. Opportunities to practice and consolidate skills through independent reading are also planned for and provided. During these sessions, teachers and teaching assistants will use a wide range of strategies to enhance the teaching of reading.

We use a whole class approach to teach the comprehension skills needed to ensure good progress is made by all children in their reading. We have introduced Pathways to Read – a reading comprehension methodology- to ensure that we have good progression from years 2 to 6. This approach ensures that all children - irrespective of their own reading ability - have access to working on challenging texts, which are rich in vocabulary.

Guided reading is taught for small groups of children who would benefit from small group targeted support to develop their decoding and comprehension skills. Guided reading sessions are planned using a 5-part structure:

**Introduction:** To set a purpose for reading, and encourage links with previous experience. To introduce new vocabulary and walkthrough the text where appropriate. To ensure children are clear of their focus for reading.

**Strategy check:** To model and encourage the application of synthetic phonics into reading. To teach reading strategies to children and remind them of previously taught strategies and reading targets.

**Independent reading:** Each child reads the text independently considering the focus of their reading session. Teacher may intervene to deepen child's understanding, ask questions or focus on a teaching point. Teachers should always give praise for use of specific strategies.

**Returning to the text:** To discuss and revisit the focus of the reading session. Children will be asked to identify issues requiring clarification or discussion.

**Response to the text:** Children will be given time to respond to the text, develop and justify opinions, and explore personal preferences.

Assessment of children's learning during shared or guided reading will inform the next steps for planning. This information, alongside phonics assessments, and termly reading assessments, determines the books the children work from. This also informs their home reading books.

## **Modelling Reading**

Modelling reading is used throughout the school as part of whole class English lessons. These skills are also applied to the teaching of other subjects. Teachers model their thought processes in order to teach the skills of comprehension, including the teaching of higher order reading skills, including prediction, inference and authorial intent.

## **Home Reading**

In Reception and Year One, as children are moving through the early stages of acquiring phonics skills, they practise using texts which are fully decodable from our school reading scheme. Our reading scheme, which is based on the phonics phases, allows children to develop a secure

knowledge of grapheme/ phoneme correspondences and supports them in blending words confidently.

Upon reaching lime level, children supplement their banded book with one of their own choice from our well-resourced school or class library. Brown and grey banded books are used as the children develop their reading comprehension skills, again supplemented with a book of the child's choice, until the children reach a point in their reading where they choose from our wide range of high quality texts, which are organised in our class libraries. Teachers support children in their book choice to ensure a range of texts are read and they cover all genres.

All children are encouraged to read on a daily basis and aim to apply the skills taught in shared/guided sessions to their independent reading. A whole school reward system is in place to encourage and reward those who read with an adult at least five times each week. Progress and frequency are detailed in children's home school reading diaries; these are a three-way communication between parents, children and teachers/ teaching assistants. We encourage discussion and re-reading of individual books so that children grasp the meaning of the story as well as coming to grips with the mechanics of reading. Regular guidance for parents and carers in how they can support their child in learning to read and develop their reading skills are given, through reading and phonics evenings and parents' evenings. In addition to their reading books, Reception and KS1 access Collins Big Cat ebooks and LKS2 children access Bug Club e-books from a personalised selection made by the teacher.

## **Library**

Children have access to the school library where there is a wide range of reading material and opportunity for children to select from this, for information and for pleasure. Through our school library we aim to foster a love of reading and all children from Nursery to Year 6 visit the library on a weekly basis to select books to read at home for enjoyment.

## **Reading for pleasure**

We aim to provide a classroom environment which promotes a love of books and reading where children feel inspired to read. Each classroom aims to be a language rich environment with environmental print, labels, posters, information, children's work etc. Books are given their rightful place throughout the school. Each room has a class library where a range of books are displayed in different ways. Each classroom has a variety of books for children to read that are related to their topic. Book weeks take place throughout the year and reading for pleasure is the focus of these weeks. As part of reading for pleasure we invite authors, storytellers and guest readers from the community to work with our children. Children are given opportunities to visit our community library and local librarians visit school. Story and book clubs are run throughout the year.