



Phonics and Early Reading Policy

Aims

The teaching of phonics aims to support children in becoming independent readers, taking responsibility for reading through the promotion of reading for pleasure. It will also enable children to decode words independently when reading and communicate with increasing ease and effect when writing. From reception, pupils are taught the knowledge and skills they need to become independent spellers. Additionally, at our primary school we enable all our pupils to develop, to their full potential, the ability to communicate confidently for a wide variety of purposes and audiences.

Objectives

- To support every child in developing their reading skills so that they develop into confident and independent readers, spellers and writers.
- To observe and monitor the progress of children and identify further targets for development.
- In reception, Key Stage 1 and when necessary in Key Stage 2, the 'Letters and Sounds' phonic programme is primarily used to ensure children have a firm grasp of basic phonetic skills.
- There is daily discrete teaching of phonics in Reception and Key Stage 1 for approximately 30 minutes; each of these sessions is differentiated to address the needs of all children.
- Once children in Year 2 and beyond have achieved Phase 5, the spelling appendix from the Nation Curriculum will build upon children's phonic skills and develop their awareness of spelling rules, patterns and structures.
- Spellings are marked accordingly to the whole school marking policy.

Implementation

We aim to inspire our children to read for pleasure throughout their education and beyond. In order to support our children, we provide daily phonics lessons through an interactive and multisensory approach, whereby the children learn new phonemes, improve their ability to segment and blend sounds, and enhance their ability to apply this knowledge into their reading and writing.

Phonics in the Foundation stage

The emphasis in reception is on linking the teaching and practising of letter shapes and patterns with development of pupils ability to listen, and discriminate between, the constituent sounds which make up a word. Much of this occurs through games and activities, which encourage focused listening, including 'Jolly Phonics', where every children learns songs and actions to accompany new sounds they are being taught, Pupils are taught from this early stage how to discriminate and make connections between letter sounds used in reading (phonemes) and letter names used in spelling (graphemes).

Phonics in Key Stage 1

The 'Letters and Sounds' programme continues to be taught daily. We aim for pupils to complete the programme that includes the objectives from 'Appendix 2: Spelling' by the end of Year 2, with children whom need consolidation and additional support having daily intervention. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes and then match the most likely letter or letters to each sound when writing. In addition to this, pupils learn how to read and spell HFW and tricking words as listed in the National Curriculum. By the end of Key Stage 1 we aim, for all children to become increasingly more confident and independent and be able to begin to identify the reasons for misspelling in their own writing.



In practice, children learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words. Most children join reception having already begun learning Phase One at Pre-school, allowing children to become aware of the sounds they hear in their immediate environments, as well as the sounds they can create themselves, using their body or instruments. When children reach Reception, we move on to Phase Two after consolidating Phase One during transition weeks by introducing the children to 23 new phonemes. During this phase the children will learn to recognise, form and use these sounds in simple consonant-vowel-consonant (CVC) words in order to begin to read and write simple words and captions. Teachers plan and develop phonics learning sequences to ensure they are cohesive with the development of reading skills. Once the children are able to conquer this skill, they start reading stories and texts that have words made up of the sounds they know.

Early reading and phonics

The reading books we provide the children with each week only include the sounds they have learnt that week and the previous sounds they have learnt to consolidate their phonic knowledge as their reading fluency improves. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence, as well as consolidating the learning that takes place in school. Once secure, the children move on to the next phase whereby they will learn new sounds, improving their reading fluency and developing a greater writing ability. Throughout this process there is a focus on comprehension, reading with expression and reading for enjoyment. We also continue to develop their understanding of punctuation and grammar and the planning is well developed so the links between all elements are meaningful and appropriate for the children. Throughout Early Years and Key Stage One, children are taught in focussed groups to target their specific needs for Phonics as well as whole class learning. Teachers and Teaching Assistants regularly assess the children and converse with the teacher daily so that all planning meets the needs of the children, therefore ensuring all children are confident before moving onto the next phase. In addition to this, all children will be benchmarked at the end of every term to ensure their reading books offer enough challenge and scope to improve.

We also ensure that we implement daily Whole Class/carousel reading sessions whereby the children are exposed to high-quality texts where they can demonstrate their understanding and comprehension knowledge, which in turn inspires the children's own writing ability. Alongside this we have equipped each class with a wide range of reading books to meet the needs of all children in the classroom which will engage and challenge keen readers as well as supporting children whom need encouragement to feel inspired.

We believe it is imperative that all phonics learning is discrete and integrated across the whole curriculum. All adults ensure that phonics and early reading lessons have the following attributes:

- Enthusiastic adults who provide inspiration to pupils.
- Consistent use of vocabulary, including phoneme, grapheme, diagraph sounding out, blending and segmenting.
- Well organised, enjoyable lessons with appropriate resources.
- Make it lessons engaging, practical and fun!
- Discussions: children talking about the sounds/words and linking to previous learning.

All children from Reception to Year 6 are issued a reading book that is appropriate for their reading ability and is changed weekly. We expect families at home to read these books with their child at least three times a week and make comments in their child's reading record. The children also read



with an adult at school on a 1-1 basis at least once a week. They can also take a book home from the school library every week that the children can also choose to read independently at home; this could be a book that the teacher recommends to the class or a recommendation from a child. . In Reception and Key Stage One, all children are given a decodable reading book which is specifically matched to their phonics level they are working at. The books vary in several ways, including layout, size, vocabulary and length, to give children a rich diet of literature. We believe that it is essential that all our children receive home reading books matched directly to their phonics knowledge so they become confident and fluent readers, before moving in to a great difficulty. After the children have successfully learnt all sounds in phase two to five of Letters and Sounds, they are then moved on to colour banded books.

In Key stage one we ensure a skills-based approach to reading using the VIPERS as a set of skills:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieve
- Summarise

We ensure that children are gaining a better understanding of each text during their literacy sessions, delving deeper into the literacy curriculum.

Phonics curriculum planning

The teaching of phonics aims to show pupils how to become natural and accurate spellers and readers. At South Molton Community Primary School, we approach this by:

- Using the 'Letters and Sounds' programme alongside 'Jolly Phonics' actions daily.
- We ensure all pupils learn and practice new phonemes and sound patterns taught, including words, which they find most challenging. Any words or sounds that have been misspelt/misused within a child's writing is address when marking across the curriculum, through teachers putting a 'growing green' line under a word or sound. The children then attempt to rectify their mistake, if they still are finding this challenging the teacher can then write the correct spelling above the word or in the margin.
- The schools handwriting policy also acts as an aide to develop accurate phonics and spelling from all pupils.

All phonics will be planned for based upon a four part lesson model. The four stages are:

1. Revise, revisit and Review

- Practice previously learned letters/sound patterns
- Practice oral blending and segmenting
- It is important that children use learn words and sounds orally and in a context, so that they have a clear understanding of what they are learning.

2. Teach and model

- Teach a new letter/sound pattern
- Teaching blending and/or segmentation with letters
- Teach tricky words that cannot be decoded

3. Practice, explore, investigate



- Practise reading and/or spelling words with the new letters/sound patterns.
- Provide children with the opportunity to practice independently, in pairs or in small groups to consolidate new learning.

4. Apply, assess, reflect

- Read or write a caption using one or more high frequency words and the letters/sound pattern during the session.
- Revise new learning
- Reflect and assess progress.
- Apply words orally and in writing.]

Inclusion

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. Children with SEN either work in a group or individually, depending on their needs within an inclusive environment to make sure every child has the same learning opportunities to ensure incremental progression. We ensure that phonics and early reading is accessible to pupils by: setting suitable learning objectives; responding to the variety of learning styles; and overcoming potential barriers of individuals and groups. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

In the first few weeks of a child starting at South Molton Community Primary School, a speech and language screen helps assess children's listening and attention as well as expressive and receptive vocabulary. Speech and language booster groups are then provided for children who are struggling with aspects of Phase 1 phonics. If children struggle with learning phase 2 sounds, a phonics booster group helps children catch up. Speech and Language interventions are also put in place for any children who are finding elements of their phonics learning particularly challenging and are assessed regularly, alongside separate phonics intervention. Children that do not pass the phonics screening test in Year 1, they repeat the test when they are in Year 2. They continue to receive daily phonics sessions that can be specifically tailored to an individual's needs to help children catch up.

Parental Links

A phonics and reading workshop is run at the start of each academic year to explain to parents:

- What phonics is
- What we do in school to support children's phonics learning and early reading
- What they can do at home to help

Parents/carers also receive booklets with all the information that is provided within the workshop. In Reception, parents are told weekly of the letter sounds children will be learning and the accompanying songs as well as non decodable words. Regular feedback in the child's reading record helps parents know which reading skill they are working on as well as identifying non-decodable words in reading books for children to practise. In Year 1 and 2, children are sent home regular spelling which include words from some aspects of the phonics phases as well Year 1 and Year 2 high/medium frequency words, words using the new sounds/spelling patterns learnt that week, plus some relevant topic words which will help with children's writing in school. The spellings are sent home in a table format so the children can practise them following the "Look, Say, Cover, Write, Check" method. Exceptions can be made and different spelling can be sent home if a class teacher feels this is inappropriate and they can seek advice from the Phonics and Early reading lead or the SENCo. Teachers will also assess the children's ability to spell these words when marking. Please



refer to the Homework Policy if it appears a child has not learnt their spellings at home. Parents and carers are informed as to whether their child has reach the 'expected standard' in their Phonics Screening Check. If they have not, then they will be told of the interventions and support that will be in place in Year 2. We also encourage parents and other family memories to come into school to listen to children read and once a term parent/carers are invited into school to celebrate their children's achievements.

Monitoring and Review

In reception and Key Stage 1, teachers monitor and assess the children's phonic progress on a regular basis. Data is gathered from a variety of sources including one-to-one assessments, interventions and children's written work. More informal assessments also occur as part of daily teaching. Each child also has a 'spelling award' booklet that consists of age appropriate spellings, with KS1 spellings focusing upon key phonemes they have learnt as well as HFW/common exception words. Teachers and teaching assistants assess children fortnightly to see if the children can read at least 30 of the words within their booklets which follow the phonics/ spelling rules they have been taught that term (bronze award). If children achieve their bronze award they then attempt to spell the 30 words (silver and gold). Intervention is then put in place if a child reads or spells under half the words to address any gaps in their learning. It also provides an opportunity for class teachers to identify any common misconceptions and cover these in the 'revise' section of the following terms planning.

Impact:

By the time children leave South Molton Community Primary School we aim to ensure that they are competent readers who can recommend books to their peers, have an innate love of reading a range of genres and enjoy discussing books- evaluating language authors use and the impact a range of books have on the reader. Throughout the teaching of Phonics, we are able to measure attainment using the Key Stage One and Key Stage Two national assessments, along with the information provided by the Phonics Screening check in Year One, and termly assessments in Year 2 and through a range of interventions. At South Molton Community Primary School, we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children through our literacy scheme 'The power of reading'.