

Sheering CE Primary School



Phonics and Reading Policy

Date: September 2019

Review date: September 2021

Sheering CE Primary School Reading and Phonics Policy

Rationale

Our policy is to enable children to read with enjoyment, accuracy, fluency and understanding and to give them a lifelong interest in books. We believe a balanced approach to reading is essential and therefore use a variety of methods, including phonics and a range of reading experiences within and outside of Literacy teaching. We use Letters and Sounds to teach the synthetic approach to reading and spelling.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.

Through careful planning, teaching and assessment, teachers will provide children with an opportunity to:

- Learn to read and write all 44 graphemes in the English language.
- Learn specific strategies to help them remember tricky words.
- Ensure that the teaching of phonics is lively, interactive and investigative.
- Encourage children to apply their phonic skills in all curriculum areas.
- Become fluent, confident readers who enjoy their reading.
- Learn in an atmosphere of enjoyment and encouragement where the teacher models reading and demonstrates good practice.
- Access a range of literature that extends their literary experiences.
- Read, during Literacy lessons (shared reading), as well as during planned group reading sessions (Guided Reading) and individual practice.
- Discuss aspects of their reading.
- Learn and practise a range of reading strategies which will be regularly assessed by the class teacher to monitor the effectiveness of these strategies.
- Involve parents in an informed way in helping their children to become fluent readers.

Strategies

In the Foundation Stage, children are encouraged to:

- Recognise their own names and classroom signs
- Turn pages appropriately
- Understand that we read from left to right

- Talk about their favourite stories.
- Read well-known nursery rhymes together.
- Spend times enjoying books with other children, adults and alone.
- Recognise a growing number of words within books and to begin to learn to read the 100 high frequency words (see Appendix) and 'tricky' words related to Letters and Sounds.
- See that reading is important and necessary.
- Learn about phonics through the Letters and Sounds phonic programme (supported by Jolly Phonics) and a wide variety of games, songs, rhymes and activities.

At Key Stage One and into KS2 we build on this foundation to develop the children's ability to read. These reading skills are developed through our structured daily phonics lessons, shared and guided reading sessions and during the daily English lessons. We strongly believe in a wider reading approach and the schemes that we use to support early reading skills are Collins Big Cat, Jolly Phonics, Oxford Reading Tree and Pearson's Bug Club.

Strategies:

As children develop their reading skills they will be learning to:

- Retell a simple story.
- Talk about the meaning of what they are reading, discussing characters, plot, events and information.
- Discuss the contents of books and express an opinion and make recommendations.
- Read a variety of materials and genres.
- Read alone for longer periods.
- Read their own and other children's writing.
- Infer meaning from text.
- Develop a confident 'problem solving' approach to unfamiliar words and new text.
- Use reference books e.g. contents and index pages.
- Read quickly, skimming and scanning to find factual information.
- Develop a preference for favourite authors and non-fiction material.
- Develop the confidence and concentration to persevere with interesting but demanding books.
- Infer meaning from the text.
- Be able to comment on the literary effects created by the author.

Phonics

At Sheering school we set for Phonics/Spelling and Grammar across the whole school. Children are taught in smaller groups according to their ability. We use **Letters and Sounds** to teach the synthetic approach to reading and spelling. **Letters and Sounds** is a 6 phase phonics programme that teaches the relationship between letters and sounds. It also teaches the reversible skills of blending for reading and segmenting for spelling.

Children are taught to look at the letters from the left to right, convert them into sounds and blend the sounds to work out the spoken forms of the words. For example, if children see the word *hat*, they need to know what sound to say for each grapheme (/h/ - /a/ - /t/) and then to be able to blend those sounds together into a recognisable word.

Home Reading Books

In Reception, as children gain confidence with building and recognising key words they will be given a reading book to practise their skills at home. The books that go home may have been shared at school during Guided Reading.

As the children grow in confidence with sharing books and can begin to recognise some key words and blend two letter and three letter words (Phase 2 phonics), they will be given a graded reading book to take home for reading practice material. A range of books from various published reading schemes are coded following the NLS Book Bands. These books provide a progression in reading skills and it is important for the children to read a wide range of fiction and non-fiction books within a book band before they are moved onto the next level. Children are encouraged to choose their own reading books and can choose from a range of fiction and non-fiction within their reading colour.

Each time a child changes a reading book, it is recorded in their individual reading diary and also in the class reading records.

There are guidelines for parents to follow when they are hearing their child read, in the front of the reading diary.

Assessment

Reading is regularly assessed through shared and guided reading and by the criteria set by the NLS Book Bands. In Year R, reading is assessed in many ways. The Foundation Profile lists the progressive steps in language and reading (e.g. shows an awareness of rhyme and alliteration, uses phonic knowledge to read simple regular CVC words etc) and children are also regularly tested on their key words from the Year R high frequency word list. In Years 1-6, children are assessed through the EES for Schools reading targets which assess their reading comprehension skills. In addition we use reading age assessments which assess the children's word reading skills.

National Phonic Screening

All children in Year One will be screened using the National Assessment materials in Term 6, end of June. If the children in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

Equal Opportunities

(See school's equality scheme)

All pupils (regardless of gender, cultural background, class, disability and ability) will have the opportunity to achieve the highest possible achievements without making impossible demands on them.

All children will be encouraged to value their own and other people's contributions.

For further details see the School's Equal Opportunities Policy.

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