



# Seamer and Irton CP School

## Phonics and Early Reading Policy



Policy name	Phonics and Early Reading Policy
Frequency of review	Biennial
Governor Lead	Mrs Hannah Griffiths
Lead member of staff	Mrs Nicki Fee
Reviewed by	Governing Board
Date of review	May 2024
Next review	May 2026

### Intent

**‘Books and doors are the same thing. You open them, and you go through into another world.’**

**Jeanette Winterson**

Seamer and Irton School is a ‘reading school’. We believe that the teaching of reading is integral to a child’s understanding and appreciation of the world around them, allowing them to explore possibilities both imagined and real and develop the vocabulary needed to express themselves effectively. Our reading curriculum strives to foster a love of reading in all pupils. We cultivate the reading behaviours and teach the techniques needed for pupils to access, understand and discuss texts fully. Our curriculum is delivered through synthetic phonics, systematic whole class and guided group reading sessions, reading across other curriculum subjects, home reading and opportunities to hear texts read aloud every day. As a staff, we model what effective reading looks like and share our enthusiasm about texts. We maintain a well-stocked, current, welcoming school library in order to enhance pupils’ reading for pleasure opportunities.

### **Phonics (reading and spelling)**

We teach reading through the *Little Wandle Letters and Sounds Revised* scheme, which is a systematic, synthetic phonics programme. We model the application of the alphabetic code through phonics in shared reading and writing, both in and outside of the phonics lesson and across the curriculum. We have a strong focus on oral language development for our pupils because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### **Comprehension**

Reading is a crucial life skill. By the time pupils leave us, they read confidently for meaning and enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary across a range of genres. We encourage pupils to see themselves as readers for both pleasure and purpose. As a reading school, we are always seeking new ways to engage pupils with reading and to sustain their interest in wanting to read more and explore the wide variety of texts available to them.

### Implementation

#### **Daily phonics lessons in Reception and Year 1**

- We teach phonics daily. We undertake daily and weekly reviews to help pupils apply the knowledge and skills taught.

- Children make a strong start in Reception: teaching begins early in the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
  - Reception pupils are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Year 1 pupils review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

#### **Keep-up lessons to ensure that every child learns to read**

- Children who most need additional practise have keep-up support. Keep-up lessons match the structure and content of class sessions but in smaller steps with more repetition, to enable pupils to secure their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the keep-up resources.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps.

#### **Teaching reading: Reading practice sessions twice a week**

- We teach children to read through reading practice sessions twice a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the pupils' secure phonic knowledge
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload pupils' working memory. Reading practice sessions focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise decoding for fluency.

#### **Home reading**

Decodable reading practice books are sent home. There is an expectation that pupils will read at home at least three times a week. Reading for pleasure books, chosen from our school library, also go home to share.

We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend to read and segment to write and other aspects of our provision.

#### **Ensuring consistency and pace of progress**

- All teachers and teaching assistants who deliver phonics support have been trained, so that we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Lesson templates, prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.

- The Reading Leader and the SLT use the audit to monitor progress
- Assessment data is shared with the SLT and gaps identified

### **Ensuring reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002) *'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We share stories and other texts with children every day. We choose these books carefully as we want our pupils to experience a wide range of books, including books that reflect the children in our school and local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- Home/school reading records are used to ensure communication with parents. We share learning to read/reading to learn objectives linked to each colour band with pupils and parents.
- As pupils progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Our school library is open for classes to visit at least once a week. Pupil librarians influence the organisation and resourcing of the library. We organise Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- We maintain links with our local library.

### **Impact**

#### **Assessment**

Assessment is used to monitor progress and to identify children needing additional support as soon as they need it.

- **Assessment for learning** is used:
  - daily within class to identify children needing keep-up support
  - weekly in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings
- **Summative assessment** is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the keep-up support that they need
  - running records and ActiveLearn comprehension assessments are used to determine a child's readiness to progress to the next colour band

#### **Statutory assessment**

- Pupils in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

**Ongoing assessment for catch-up**

- Pupils in KS2 requiring continued phonics support are assessed through their teacher's ongoing formative assessments and summative assessments on completion of a unit of sessions.