

# PALFREY INFANT SCHOOL

## READING AND PHONICS POLICY



Reviewed and amended June 2023 (C Middleton)

GB adopted: Autumn 2023 28.11.23 *M.H. Paulk*

*As a Rights Respecting School we believe:*

*Every child has to learn and have an education. Article 28 & 29*

*Every child has a right to be safe from harm and abuse: Article 19*

*Every child has a right of freedom of expression. Article 13*

*Every child has a right to be part of a community and practise his or her own religion and use his or her own language Article 30*

*Every child has a right to rest and leisure. Article 31*

*Every child has a right to keep healthy Article 24*

**CURRICULUM LEAD TEACHER: C MIDDLETON**

**Rationale**

See Palfrey Infant Curriculum Design Philosophy Statement.

## *Aims - To teach a great love of reading by:*

- ❖ Developing happy, healthy and *curious* learners who read confidently and independently.
- ❖ Developing a lifelong enjoyment and pleasure in reading.
- ❖ Enabling children to access all areas of the curriculum.
- ❖ Teaching children to access, understand and begin to manage information.
- ❖ Teaching children to understand the meaning of what is read to them and what they read.
- ❖ Teaching children to begin to respond to what they read; to say whether they like or don't like it and why.
- ❖ Supporting children to understand and respond to the feelings that words can arouse in them- like happiness, sadness, anger.
- ❖ Walking through doors to the past, to the future, and to other worlds both real and imagined.

As a community of readers we expect adults to model and communicate their love of reading. These are some of the ways we do this:

- ❖ *Story time*
- ❖ *Phonic teaching through an adapted programme of RWI*
- ❖ *Shared and guided reading*
- ❖ *Author of the Term*
- ❖ *Library time*
- ❖ *Reading with individual children*
- ❖ *Reading for pleasure*
- ❖ *Assemblies*
- ❖ *1000 stories and story café*
- ❖ *Helicopter Stories*
- ❖ *Reading Buddies (Parent helpers)*

In the Foundation Stage (Nursery and Reception) the teaching of reading is based on the document Development Matters / Early Years Foundation Stage Curriculum (EYFS).

In Key Stage 1 (Years 1 and 2) the teaching of reading is based on the National Curriculum for English. The programmes of study for reading consist of two dimensions, which are word reading and comprehension (both listening and reading).

## **Word reading skills and strategies:**

During the week each child will be engaged in:

- Speaking, listening, reading and writing activities which allow them to explore and practise their phonic knowledge, blending and segmenting skills independently, in pairs or in groups.
- Interactive multisensory phonics session [Phonic lessons x5 sessions plus intervention.]
- Shared reading and/or writing led by the teacher to demonstrate reading and writing strategies (including phonics) in a meaningful way.

## **Shared Reading:**

During the week the teacher models the reading process - reading aloud, joining in and contributing to discussion and response. Children are reminded to apply the knowledge and skills they acquire in their written work. The teacher also leads discussion about text to help children develop their understanding, interpret and make sense of what they read, developing and building on their comprehension skills. Drama is also used effectively especially in foundation subjects to enable pupils to understand characterisation and context, this includes helicopter stories.

## **Guided or Group Reading:**

A skilled adult works with small groups of children who are able to read at a similar level. The groups are based off their phonic assessments and the adult scaffolds the learning by guiding children through the text and prompting them to apply what they've learnt in shared reading and other literacy/phonics activities. This is done at least 2 times a week in year 2. Some groups are given the opportunity to read independently and do a reading related task which assesses their comprehension skills.

Pupils are taught knowledge, skills and understanding through -

- ❖ Fiction and Non-fictions text in school and home readers.
- ❖ Stories & poems with familiar settings and those based on imaginary or fantasy worlds.
- ❖ Stories, plays & poems by significant children's authors.
- ❖ Retellings of traditional & fairy stories.
- ❖ Stories & poems from a range of cultures.
- ❖ Stories, plays & poems with patterned & predictable language.
- ❖ Stories & poems which are challenging, in terms of length and vocabulary.

- ❖ ICT-based information- software [Purple mash] and websites texts.
- ❖ RWL phonics, sets 1 and 2 sounds [reading and letter formation] on our ICT network
- ❖ Set 1-3 phonics, green / red words and writing books on our ICT network
- ❖ Dictionaries, encyclopaedias & other reference materials.

## Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

Understanding phonics will also help children know which letters to use when they are writing words.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch*.

Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".

In Palfrey Infants school we use the phonic scheme Read, Write Inc. (RWL) that has been adapted, by the reading lead, for our children. This scheme contributes to the school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes using phonics. It is our view that the pupils in the school should be taught in a safe, secure and stimulating environment enabling them all to achieve their potential in the areas of English regardless of their gender or ethnic background. Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole.

### How is phonics taught?

In phonic lessons pupils will learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- Read common exception words on sight.

- Understand what they read.
- Read aloud with fluency and expression.
- Write confidently, with a strong focus on vocabulary and grammar.
- Spell quickly and easily by segmenting the sounds in words.
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

Across the school phonics is 40 minutes long 5 times a week in their ability groups. The 5<sup>th</sup> day the children will speed sounds will be done as a class, so that all children are exposed to all sounds. This is also when 1 to 1 reading with class teacher takes place.

Small groups of children who have been identified for intervention will complete further sessions throughout the week.

### **The Journey of Phonics at Palfrey Infants School.**

Children begin their phonic and reading journey in Nursery where they are introduced to activities from Letters and Sounds. Children explore and differentiate sounds and become familiar with rhyme, rhythm and alliteration using practical fun activities based on listening and sorting skills. They are exposed to text within the environment including their own names. During Nursery the children are then introduced to set 1 RWL sounds. At the end of Nursery the children are assessed to see how many set 1 sounds they know.

In Reception the children are grouped according to the sounds they know. Teachers are to encourage the children to blend as soon as possible with the sounds that they know. The children are assessed every 6-8 weeks and grouped according to their ability.

In KS1 the children are assessed and regrouped every 6-8 weeks and throughout the year they are assessed on past phonics screening tests to judge whether they are on track to pass the test.

The Phonics lead tracks every child and instantly puts children that are falling behind on an intervention plan. They are then assessed every 6-8 weeks to ensure the gap is closing.

### **Assessment & Planning**

(refer to whole school assessment and planning policy)

### **Planning of Phonics:**

The Phonics lead has adapted the RWL scheme to suit Palfrey Infants children. Phonics lessons are pre-planned for each stage and all staff follow the planning that is matched to their group's level.

Reading teachers are expected to send home the pre-teaching words for following weeks lessons for homework in order to practise at home.

All reading teachers that are allocated a phonics group will have a box of resources. It is the responsibility of the reading teachers to ensure they have all the resources needed in order to teach the phonics lessons. Any resources that are missing need to be reported to the lead to order new ones the next financial year.

The reading lead monitors reading teachers progress providing them with coaching.

### **Assessment of Guided Reading:**

Children are assessed during guided reading supported by an adult. This is recorded on the Guided Reading Record book band sheet. These have an area for the teacher to identify the focus of the reading session.

The focus is linked to the KS1 National Curriculum.

### **Whole Class Reading**

Whole class reading is completed twice a week. This exposes the whole class to comprehensions skills.

### **Home Reading**

Home reading diaries are used to record books the children take home and comments from parents are encouraged as a link between home and school communication and the consistency of reading at home and school. The children are sent home two books one closely matched to their reading ability and the other one slightly more challenging.

Children's reading targets are shared with parents. These are monitored on a regular basis. HAPs are set challenging tasks to do when they finish reading to

deepen and broaden their understanding of the text. Reading Record folders are monitored to ensure quality assurance. Teachers have high expectations for each year group and are aware of the reading levels that the school as a whole aspire to, for each cohort. SLT also check that phonic knowledge matches the correct reading assessment and children are in taught in the correct ability groups.

- ❖ Children are assessed approximately every 6 weeks for phonic achievement.
- ❖ Reading Lead checks for consistency between the phonic levels and book band levels.
- ❖ Foundation Stage - assessed nationally at the end of Reception for a Good Level of Development.
- ❖ Year 1 - assessed nationally with the Phonic Screening check.
- ❖ Year 2 - assessed nationally with end of KS1 SATs.

### **Assessment of Phonics:**

The children are assessed every 6 to 8 weeks. The class teacher assesses their children using the RWL assessment sheet. This is then handed to the lead. The lead uses these assessment sheets to regroup the children, to see if they have made the expected progress, if they are on track and if there are any children who need intervention.

It is expected that any reading teachers of phonics that are concerned about a child's progress is to notify the phonics lead. The phonics lead will then assess this individual and see if they need to move groups in order to help them with their learning.

### **Intervention:**

Some children who are making slower progress will receive one to one tutoring. This is extra daily practice in reading sounds and words. This is also used for children who are new to the country and children with special educational needs and disabilities (SEND).

Once children have been assessed in phonics, the reading lead highlights the spotlight children and feeds back to reading teachers when providing them with their new groups.

### **Additional Activities to Support Reading:**

The school organises parents' workshops for the teaching of phonics and reading.

The school provides out of hours library session for all pupils in school.

Each year the school organises a reading challenge called - Books and Beyond.

Each year National Book Day is recognised with a competition.

The school provides free access to software to promote reading and comprehension skills at home e.g. Purple Mash.

The school provides a good range of materials to be read at home.

The school is supported by the Governor responsible for reading.

### **What is the phonics screening check?**

Every child in Y1 will complete the phonics screening check, this is a test of 40 words that have a mixture of real words and nonsense words. The test starts with cvc words then gets progressively harder to fit in with the sounds taught in their phonic lessons. The children will have practised past screening checks in order for them to become familiar with the format of the test. This also gives the phonics lead and class teachers an idea of where the children are in their learning to support the phonics assessment sheets.

The screening check will be completed by the Head Teacher and the phonics lead during the week of the phonics screening check.

Any children do not reach expected standard in Y1 are put in an intervention group ready to retake the test in Y2.