

St Cuthbert with St Matthias C of E Primary School



Early Reading Phonics Policy

Our school community is inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another with courage and compassion. Through friendship, kindness, and thoughtfulness, we will nurture each other to learn and flourish as individuals.

August 2021
To be reviewed August 2022

INTENT

At St Cuthbert with St Matthias Primary School, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers in addition to developing their own love of reading. We believe that reading is key for academic success and progress in a number of curriculum areas and therefore we provide our pupils with the skills and confidence to deal with printed language from a very early age. The teaching of phonics at St Cuthbert with St Matthias Primary School is of the highest priority. We are committed to ensuring that every child will learn to read and write, regardless of ability, need or background. Giving pupils the key skills in English, will enable them to access material in all curriculum areas, and will provide the foundation for their learning throughout their school career and beyond.

Our aims for all children at St Cuthbert with St Matthias are to:

- Learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
- Become confident and expressive readers.
- Read with enjoyment across a range of genres.
- Read for pleasure as well as for information.
- Read and respond to a wide range of different types of literature.
- Understand the layout of a text and how to use different genres and text types.
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy.
- Build their bank of sight words to enable fluent reading.
- Have an interest in words and their meanings, developing a rich and varied vocabulary.
- Understand and respond to literature drawn from a range of cultures and literary heritage.

Pupils are encouraged to make free choices of books based on their own interests from the class library to supplement their instructional independent reading.

Every classroom has an inviting reading corner with a selection of fiction, non-fiction and poetry books for children to enjoy.

IMPLEMENTATION

Approach to Phonics

We follow the government published 'phonics program; Letters and Sounds principles and practice of high-quality phonics. Teachers use the six phases of the Letters and Sounds document to follow and plan for children's progression. The teachers carefully adapt their planning to meet the needs of the children within their class. The teacher's individual assessment of individual children informs the rate at which the children progress through the phrases and adapt their pace accordingly. High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they focus on the meaning of the text. Children need to acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The goal of learning to read is comprehension.

Phonics Progression Map

Year Groups	Nursery					
	Reception					
	Year 1					
	Year 2					
Phonics Phases	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Term	Throughout the year	Autumn	Spring	Summer	Recap Phase 3 Autumn Phase 5- Aut2/Spring1	Year 2
Generic Skills	Aspect 1 (Autumn): General sound discrimination of environmental sounds Aspect 2(Autumn 2): General sound discrimination of instrumental sounds Aspect 3(Spring 1) : General sound discrimination of body percussion Aspect 4 (Spring 2): Rhythm and rhyme Aspect 5(Spring 2): Alliteration Aspect 6 (Summer 1/2): Voice sounds Aspect 7(Summer 1/2): Oral blending and segmenting.	Say the phoneme when shown any of the Phase 2 graphemes. Find any Phase 2 grapheme, when they hear the phoneme. Decode and read VC & CVC and simple 2-syllable words with the Phase 2 GPCs by blending the separate sounds together in the	Say the phoneme when shown any of the Phase 3 graphemes. Find any Phase 3 grapheme, when they hear the phoneme. Say the letter names. Decode and read CVC and simple 2-syllable words with the Phase 2 and 3 GPCs by blending the	Decode and read longer words with adjacent consonants and the Phase 2 and 3 GPCs by blending the separate sounds together in the order they appear in words. Segment longer words with adjacent consonants containing the Phase 2 and 3 GPCs, into separate sounds and make phonetically plausible attempts to spell them.	Decode and read words with more graphemes for the 40+ phonemes and more ways of pronouncing graphemes introduced in Phases 2 and 3 by blending the separate sounds together in the order they appear in words. Segment words with more graphemes for the 40+ phonemes and more ways of pronouncing	Know most of the common GPCs. Become fluent readers and read words: <ul style="list-style-type: none"> automatically if they are very familiar by decoding quickly and silently because their sounding and blending routine is now well established by decoding them aloud

Early Years Foundation Stage

At St Cuthbert with St Matthias Primary School children in Nursery are introduced to Phase 1 phonics through whole class and small focused groups and activities. Here they become tuned into the environmental sounds around them. Children carry out rhyming activities using objects and songs. The children work on securing their oral blending skills to prepare them for early reading. When appropriate, the practitioners will then introduce the initial sounds from Phase 2.

Reception children are taught Phase 2, Phase 3 and Phase 4 phonemes and 'tricky words' which are words that cannot be segmented to blend. Here children are taught to decode words and to use their knowledge of phonemes to read and write words and sentences. Children learn to read and write the tricky words which are also displayed in a text rich learning environment. Phonics sessions are held daily and last 25 minutes. There are also enhanced phonic activities within the indoor and outdoor provision available for the children to explore independently. Children are also taught in small groups at different points throughout the day to support in their application of newly acquired phonemes both in reading and writing.

Children practice their reading using a range of reading scheme books, including Jelly and Bean, Letters and Sounds, Collins Big Cat and Project X. Parents are expected to hear their child read every night and children read at school with a teacher or adult at least three times a week. This frequency is increased to daily reading for children who require further support and intervention to secure progress.

Pupils are introduced to a full range of texts through shared reading in whole class groups.

Every classroom has a reading corner with a selection of books for children to enjoy.

Pupils are encouraged to make free choices of books based on their own interests from the class library to supplement their instructional independent reading.

Key Stage 1

In Key Stage 1 children are taught in whole class, high quality phonics lessons, which are informed by half-termly assessments. These lessons last for 25-35 minutes. Although phonics is taught as a discrete lesson, children have the opportunity to consolidate their learning through the small group teaching sessions and literacy lessons in the classroom. Children are expected to revisit Phase 4 and cover Phase 5 during Year 1 in order to meet the requirements of the phonic screening check. Children who do not meet these requirements receive small group intervention sessions on a daily basis.

Year 2 is used to consolidated understanding of all sounds taught to and including Phase 5 and to teach Phase 6 spelling skills. Once children are secure with their knowledge of all phonemes to the end of Phase 5 and skills of segmenting and blending, the children move on to daily Reading Wheel sessions.

Parents are expected to hear their child read every night and children read at school with a teacher at least twice a week. Again, this frequency is increased to daily reading for children who require further support and intervention to secure progress.

Key Stage 2

Additional support is delivered to children in Year 3 and beyond who have not passed the phonics screening in Year 2 or are new to the English school system and/or language. This is in addition to classroom input during daily literacy lessons.

Children practice their reading with a combination of reading schemes and books.

Parents are expected to hear their child read every night and children read at school with a teacher at least twice a week.

Nursery	Reception	Year 1	Year 2	KS2
Children will bring picture books home daily to share with parents. The children will choose their books from the class library.	Children will read to an adult on a Monday where their phonics matched books will be changed. They will read with an adult again on Friday and if the children are confident with decoding the words within the book and reading records have been signed their books will be changed. Reception children will also take home books from their class library on a Tuesday and a Thursday to supplement their reading.	Children will read to an adult on a Monday and Friday and will take 3 phonics matched reading books home at a time. Books will be changed if they have been read and reading record books signed by a parent or carer. Year 1 children will also take home books from their class library on a Wednesday to supplement their reading.	Children will read to an adult on a Monday and Friday and will take 3 phonics matched reading books / books at the child's level of reading home. Books will be changed if they have been read and reading record books signed by a parent or carer. Year 2 children will also take home books from their class library on a Wednesday to supplement their reading.	Where children still require phonics matched reading books, will follow the same pattern as Year 1 and 2. For children who are confident readers, they will be able to choose books from their reading corners based on their individual likes. Children will record responses in their reading records themselves and also from parents.

IMPACT

We strive to ensure that our children's attainment in reading is in line with or exceeding their age-related expectations when we consider the varied starting points of our children. Through the teaching of synthetic phonics and by providing regular reading opportunities across all subject areas we aim for children to be fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two.

We aim to instill a love of reading in all pupils, which will help them to succeed in all areas of the curriculum as well as having a thirst to read for pleasure.

Phonics

Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored every half term as well as during each lesson. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading.

The teacher assesses how children:

- read the graphemes
- match graphemes, words
- read and write high frequency and tricky words
- decode sentences
- read for meaning

In Early Years, formal phonic assessments take place at the end of each half term.

In KS1 each teacher carries out a weekly spelling test of words taught that week and additional formal assessments are carried out at the end of each half term.

Year 1 children will take the phonics screening check in June alongside any Year 2 children whom did not pass in Year 1.

EQUAL OPPORTUNITIES

Equal Opportunities

All children have an entitlement to access reading and spelling strategies at an appropriate level and are helped to do this across the school.

We ensure equal access in a variety of ways e.g.

- Displays and resources are text rich and support our children to not only read but also to develop a rich and varied vocabulary
- The content of what is planned reflects our diverse society
- Where appropriate group children flexibly to promote confidence and social skills
- Ensure that appropriate structures/resources are in place so that children can access the curriculum

Inclusion

It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We actively audit the learning environment to remove any potential barriers to learning and assessment. Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning differences through whole class practices and planning for individual children. Teachers aim to include all pupils fully in their daily phonic lessons. All children benefit from participating in watching and listening to other children demonstrating and explaining their ideas. Differentiated work, appropriate to individual children's needs, is provided in the independent work time. For some lessons, extra adult support from a teaching assistant is also provided. Pupils with Special Educational Needs have IPPs, which include specific literacy targets to be addressed during phonics/reading lessons.

Home/School Links

As their child progresses through Letters and Sounds new phase information will be sent home to parents. In the Foundation Stage and KS1, parents will be invited in to a phonics and early reading workshop where they will be given information and resources to support their child's phonic development at home.

Homework

In the Foundation Stage children in Reception and where appropriate in Nursery are given sound mats, and words to practice each week. Children are encouraged to read and write sentences along with recognising high frequency words.

In Key Stages 1 and 2, children receive spellings to learn to consolidate understanding of the sounds or word patterns taught that week. Children are tested during the Friday lesson and results are fed back to children weekly.

Every child has a reading record book and are expected to read to an adult at home daily in EYFS, KS1 and KS2.

Monitoring and Evaluation

The Headteacher, curriculum lead will monitor the effectiveness of this policy in conjunction with all members of the teaching staff and governors.

