

## **Fourlanesend Reading and Phonic Policy 23-24**

### **This policy is linked to our Curriculum Policy and The reading framework – teaching the foundations of literacy – July 2022**

#### **Intent:**

At Fourlanesend, in accordance with the current Government Validation Notice and review of Phonics provision, we have adopted the Active Learning Phonics Bug program for phonics.

At Fourlanesend our aim is:

- We believe that all children can learn to read, regardless of their background, needs or abilities and be determined to make this happen.
- We promote reading for pleasure with exposure to a range of high quality texts.
- We establish consistent teaching, progression and continuity in the teaching and learning of phonics throughout the school.
- To provide a language rich environment that encourages and develops oracy and literacy skills that are the cornerstone of our curriculum. We make sure children are enabled to read from the beginning of their Reception year continuing throughout the school.
- We have adopted a rigorous, systematic programme that includes well-conceived and structured resources for teaching phonics, following the Phonics Bug program, which enables pupils to:
  - Recognise, say and write all phonemes within each phase
  - Apply and understand spelling patterns, e.g suffixes, prefixes, that are taught through all phases.
  - Use their phonic knowledge to blend and segment phonetically decodable words.
  - Use their phonic knowledge to read complex words and to recognise from sight 'Tricky Words' (High Frequency Words).
  - Read with fluency for both pleasure and to retrieve information.
  - Write clearly, accurately and coherently using phonic knowledge.
- We build a team of expert teachers who know and understand the processes that underpin learning to read, and draw on expert training, practice and coaching to achieve this. This enables pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- Our expectations are that all children make sufficient progress to meet or exceed age-related expectations. Through robust assessment procedures, we regularly check progress and identify pupils in need of intervention.
- We ensure that ongoing assessment of children's progress in phonics is sufficiently frequent and detailed to identify those who begin to fall behind, and provide targeted support immediately.
- We make efforts to involve families in supporting their children's reading. We develop a programme for reading aloud to children and encouraging a love of reading.

### **Implementation:**

In order to implement our intent, we follow the Active Learning Phonics Bug programme and sequence. This is used throughout the school to teach and support pupils' understanding of phonemes, tricky words and specific and relevant vocabulary related to phonics. This is further supported by the availability of resources created to support the implementation of these skills across the curriculum e.g. sound mats and common exception word mats.

### **Reading Statement**

At Fourlanesend children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading. Children read in school independently and as a shared class session. They listen to adults and other children read, taking part in paired reading with their own and other age groups.

### **Prioritise reading**

Reading has a high profile throughout school. The school aim is to create lifelong readers and we ensure this by choosing to expose children to a range of high quality texts in all genres. Many other activities also take place which promote pre-reading skills such as having visuals alongside the word to encourage children to associate meaning with text. A prime example of this is each class's visual timetable. Book presentations are a feature in every class. This is where children share a book they have read and explain what they liked about it and a little about the text. Book reviews are also written about books children have particularly enjoyed. Records are kept of what children read and these are used to ensure children are reading a breadth of books. We developed 'Book Quest' to encourage children to read a range of genres, children are rewarded with certificates for reading selections of books from each genre and move through the year bronze, silver etc. The genres include, fiction real life, fiction fantasy, non-fiction, poetry and graphic novels. Our target is for pupils to read at least 5 times a week and this is recorded and checked daily by teaching assistants in all classes.

Priority is given to daily story times as a whole class to further develop a love of reading and extend vocabulary. As a class, we choose a range of fiction and non-fiction books, appropriate to their age and development e.g. picture books in FS building to chapter books in KS2, that they will enjoy.

### **Approach to systematic synthetics phonics**

Phonics begins from day 1 in school and it happens EVERY day – non-negotiable. Phonics is taught in a highly structured programme of daily lessons across EYFS/KS1 and KS2 in age appropriate groups, supported through targeted interventions where need is identified.

Each lesson is logged and evaluated by the group leader to assess progress and make note of any children or skills/concepts needing further intervention. Across the whole school phonics is taught following the Active Learning Phonics Bug synthetic phonics programme which is a dedicated phonics programme that delivers a balanced approach to the teaching of reading using synthetic phonics. It ensures

consistency of teaching and supports all staff members in delivering high quality phonics lessons. It simultaneously teaches the segmentation of words for spelling and develops phonemic awareness skills. Each session gives an opportunity for children to revisit their previous learning, as well as to be taught new skills, to practise together and to apply what they have learned.

All pupils are taught in whole class groups, age appropriately, to ensure they are provided with the same learning opportunities with targeted interventions for identified children to reduce gaps. However, there is flexibility to enable pupils working at greater depth to access phonics alongside peers working at a similar level.

Pupils are provided with opportunities to learn to:

- Recognise, say and write all phonemes within each phase
- Apply and understand spelling patterns, e.g suffixes, prefixes, that are taught through all phases.
- Use their phonic knowledge to blend and segment phonetically decodable words.
- Use their phonic knowledge to read complex words and to recognise from sight 'Tricky Words' (High Frequency Words).
- Read with fluency for both pleasure and to retrieve information.
- Write clearly, accurately and coherently using phonic knowledge.

To see our schedule of assessment please see Appendix A, taken from Active Learning Phonics Bug guidance.

### Reading in FS and KS1

In reception, children are not instantly given reading books and instead we wait until they have learnt the first few sounds of phase 2; this is to ensure that the books they have are accessible for their level and ability. For some children this will be books without words. Their reading books are then matched to their abilities and the expectation is that they read five times a week and will change their books at least once weekly. On a Monday an adult gives them a book from their band and then on a Thursday we encourage children to be independent in changing their books because it is important that they choose books that interest them, and they choose from a range of books that fall within their reading range. We have volunteers who come in to read with our children who require some extra support, and they encourage the children to apply their phonic knowledge to help them to decode the texts.

We also have weekly guided reading sessions with small groups of children where we explore a range of texts, including different formats, genres and build comprehension, whereby children are organised into groups to practise reading a 'decodable' book or text, enabling the teachers to hear all pupils read regularly. Additionally this provides opportunities for pupils to develop comprehension skills. Where appropriate, children in Key Stage 2 also access guided reading sessions to develop targeted reading skills, focused on closing the gaps.

In FS and KS1, reading books are matched to a child's phonics phase in order to build confidence and fluency.

Assessments in phonics as well as in individual reading ensure that children move through the banded books at the correct pace for them. Children are encouraged to choose challenging texts. Where possible, volunteers read with the children, encouraging them to apply their phonics and to discuss what they have read. They also ensure a breadth of genres; this is monitored through Book Quest which is celebrated in Celebration Assembly.

### Reading in KS2

Challenging texts are kept in the classroom and children are encouraged to read these to enhance their reading skills and understanding (inference and deduction). They also ensure a breadth of genres; this is monitored through Book Quest. The children have been involved in choosing books for the class to read and take pride in reading these. For children who are working below ARE a number of interventions are available to help them to progress. This includes the Reading TAs, guided reading, precision teach, phonics groups and other small group interventions. Children still on banded books are monitored closely to ensure progress is being made.

### Books match the sounds that the children know

As children gain phonic knowledge, they begin to phonetically decode words. Our reading books are organised into coloured book bands and boxes. Children are assessed regularly and move onto the next book band/ box when their fluency and understanding show that they are ready. We have 100% decodable reading books available for home reading. Children move through the Book Bands until they reach the required standard to become a Free-Reader, choosing a book to read from our well-stocked school or class libraries. We have suitable age and phonic stage reading material for reluctant readers and struggling readers in KS2 classes. In addition to personalised reading books, children are able to take a book home from the school library. We have a range of literature aimed at girls and boys, dyslexia friendly, quick read for reluctant readers, books specifically for older low attainers (books at their level) as well as books to challenge. The children have also been involved in choosing books for their class which they can then take home and read. In KS2 there is a greater emphasis on comprehension with most children decoding easily. Children are taught to read literally, (the lines), inferentially, (between the lines) and evaluatively, (beyond the lines).

### Staff are reading experts

As a key area of the curriculum, reading is everyone's responsibility and is led by the whole team. Local, national and international research and developments are brought to staff meetings by teachers and shared. For courses/CPD one member of staff is nominated dependent on the content and this is fed back as it is with all CPD. The same approach is used for resources which are then shared. In this way we maintain a consistent approach across school. A full range of reading skills are taught by our team and our success is demonstrated by our KS2 results in reading – progress over time.

## **Developing Reading for Pleasure –lifelong love of reading**

Book areas are in each classroom encouraging reading and there is a library in the entrance hall of the school, where children are encouraged and enabled to access a wider variety of texts to read for pleasure or interest. This is stocked using the Cornwall Library Service, books bought by the school and books donated by our community. Children are encouraged to choose an additional reading book from the library each week to read for pleasure at home, based on their own interests.

Books in the classroom are chosen by the children, based on their interests, learning and suggested readings. Each class enjoys a class book which is read daily to them. This can be chosen by the teacher to link in with a particular topic or to show children a range of genres. As a school we have a diverse core reading list of texts including picture books, traditional tales, moral stories, rhymes and poems that are shared with all pupils during their time at Fournalensend, (see Appendix B) to ensure all pupils are exposed to a diverse range of texts and language.

We encourage a love of reading by holding book themed days and events both as individual classes and across the whole school. E.g reading challenges and competitions linked to World Book Day. We have strong links with our local library, welcoming them into assemblies and organising class or group visits throughout the year. We also encourage and celebrate those who take part in the summer library reading challenge.

## **SEN**

Access to learning for children with SEN will be tailored to meet their individual needs where necessary including the use of appropriate resources, differentiated task/activity. However, as a school we will endeavour to ensure all children have access to quality first teaching alongside age appropriate peers, where appropriate. Further support will be given to closing gaps or extending greater depth children through the use of targeted interventions including: precision teach and 1:1 reading with specialist staff.

A total communication approach is used in school to support verbal and non-verbal children. Visual prompts, posters, flashcards, AAC and PECs as well as any other targeted visual communication strategy will be used to support all/targeted children in their language acquisition and interactions.

## **Assessment of Reading - children who fall behind catch up quickly**

Reading is assessed regularly and monitored on the school tracking system. NFER tests are used termly to see whether children are at ARE. Assessment towards objectives is recorded using DC Pro Assessment. In phonics it is carried out regularly in addition to individual reading.

Formative assessment takes place throughout phonic teaching sessions, recorded in daily lesson log, and summative assessments are made at the end of each phase. Children who do not make appropriate progress will receive focused interventions, including precision teach, delivered by the class TA. These include additional reading as well as specific programmes linked to dyslexia such as phonological awareness.

We employ 2 reading teaching assistants on a job share basis who together ensure full time reading support in school. Both work with the weakest 40% of readers across the school. Their job involves more than just hearing children read, they teach comprehension, fluency, pace, increase vocabulary, expression and reading words on sight. Some children are supported daily and others a few times a week dependent on their needs. The reading TA list is audited half termly based on assessments, however, we are able to provide 'instant' and one off support when the need arises. The reading teaching assistants collaborate with class teachers regarding the progress of the children they see. Detailed records are kept and the impact of the reading TAs is monitored by the governing body.

Interventions are put in place with a specific focus based on teacher's diagnostic assessment made using daily and summative assessments. A diagnostic individual assessment is undertaken for children working below age related expectations to ensure interventions are tailored to meet the individual needs.

## **Parents**

### Expectations

As with everything at Fourlanesend we are most successful when we work in partnership with parents. With regard to reading we expect children to read aloud at home a minimum of 5 times a week. This applies from FS to Yr6 and is supported by recent research proving the importance of reading aloud. If this is not adhered to a conversation is held with the parent as to how we can best support them.

### Workshops

In the Autumn Term, FS parents are invited to a phonics information session to support them in reading at home.

Towards the end of Autumn Term, parents of children who are not making enough progress will be invited to attend an intervention workshop where additional support and strategies are offered. This letter is sent by the head teacher and if they cannot attend on the day it is ensured they make an appointment at another time.

In the Spring Term, parents are invited to additional workshops and again, an intervention workshop will happen for parents of children who are not making expected progress or working below ARE as above.

### Communicating

Parents and staff comment on reading in children's reading record. These comments are used to address any concerns and praise successes in a reciprocal manner. Teaching assistants monitor how often children are reading. We offer an open door policy where parents are welcomed to come in after school to ask for support/advice.

Expectations of reading are communicated each term via the newsletter. This is also on the website. Achievement and progress are also shared in the autumn and spring parents evening and in the summer written report. Issues with reading homework are also shared on these occasions. However, parents will be contacted as soon as necessary if a lack of progress, attainment or number of times read is apparent.

On our website we have various links to reading at home support for parents. There are also some books in the school entrance hall for parents to borrow which link to our book schemes.

**Impact:**

At Furlanesend we create engaged, enthusiastic, and confident readers who apply this across the whole school curriculum. We create independent readers who seek knowledge!

Our curriculum is underpinned by our school values;

- Respect and Responsibility
- Enthusiasm for Learning
- Confidence
- Honesty
- Kindness

Appendix A

Scroll down.

## Schedule of Assessment

The chart below outlines areas for assessment, together with suggestions for assessment methods. The necessary resource sheets are provided on pages 31–47.

Phase	Term	Assessment name	Skills assessed	When to assess	Where to find it
PHASE 2	TERM 1	Entry Assessment	s, a, t, p, i, n, m, d	Within first week of Reception	Teaching and Assessment Guide (Reception) page 31
		Week/Unit 3 Assessment	s, a, t, p, i, n, m, d, g, o, c, k	At the end of unit/ Week 3	Teaching and Assessment Guide (Reception) page 35
		Photocopiable Assessment Sheets 1 & 2	Names and sounds of the alphabet; Writing letters (stop after 19 letters)	At the end of Phase 2/ end of Week 5	Teaching and Assessment Guide (Reception) pages 40–41
		Phase 2 Assessment	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff l, ll, ss Blending real words Blending pseudo-words Tricky words	At the end of Phase 2/ end of Week 5	Website
PHASE 3	TERM 2	Photocopiable Assessment Sheets 1, 3 & 4	Names and sounds of the alphabet from 20–26: j, v, w, x, y, z, q Sounds and spellings of digraphs and trigraphs zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow, oi, ear, air, ure, er	At the end of Phase 3/ end of Week 11	Teaching and Assessment Guide (Reception) pages 40–43
		Phase 3 Assessment	Blending real words Blending pseudo-words Segmenting CVC words Tricky words	At the end of Phase 3/ end of Week 11	Website
		Photocopiable Assessment Sheet 5	Blending and segmenting CVC words	At the end of Phase 3/ end of Week 11	Teaching and Assessment Guide (Reception) page 44
PHASE 4	TERM 3	Phase 4 Assessment	CVCC, CCVC, CCVCC, CCCVCC Tricky words	At the end of Phase 4/ end of Week 12	Website
		Photocopiable Assessment Sheets 6 & 7	Blending and segmenting CCVC, CVCC and CCVCC words	At the end of Phase 4/ end of Week 12	Teaching and Assessment Guide (Reception) pages 45–46