**Fourlanesend Reading and Phonic Policy**

**This policy is linked to our Curriculum Policy**

**Phonics Statement**

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 groups differentiated according to children’s phonic awareness and development. We use Bug Club Phonics which is a dedicated phonics programme that delivers a balanced approach to the teaching of reading using synthetic phonics. 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 experience, be taught new skills, practise together and apply what they have learned.

**Phases of the Phonics Programme**

Phase 2

Children areintroduced to Phase 2 on the first day of reception which marks the start of their systematic phonic work. Grapheme-phoneme correspondence is introduced in this phase with the first set of sounds. These are all singular graphemes. Children will also be taught the skills of segmenting to spell and blending to read.

Phase 3

Children are then introduced to phase 3 which completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes. At this stage just one spelling is given for each phoneme.

Phase 4

In Phase 4, children begin to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase. They will also be taught how to read words containing more than two syllables.

Phase 5

Children will be introduced to new sounds, some of which are alternative spellings for previously taught graphemes. This allows the children to see the range of ways phonemes can be represented.

Phase 6

It is expected that children who start phase 6 will be ready to develop a variety of spelling strategies including word specific spellings e.g. see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual GPC’s e.g. laughs, two.

The spelling of high frequency and tricky words are taught continuously throughout the phases.

**Phonics Assessment**

Children’s progress is continually reviewed to allow for movement between ability groups, and children move phonics group when it is felt necessary to meet their needs. Due to Covid Phonics is currently taught in class groups going by the majority needs. Children are formally assessed at the end of each term. The National Phonics screening check is performed in June of Year 1. This year due to Covid year 2 underwent screening in November. Prior to this, the Year 1 phonics workshop gives parents information about how they can support their children at home with phonics. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 with additional support. As children enter KS2 provision is made for those children still requiring daily phonics.

**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. We use a variety of different reading schemes including, Oxford Reading Tree, Collins, Ginn, Phonics Books and Rigby Star.

Our Reading aims are:

• To develop phonetic skills which lead to blending and reading accurately and fluently.

• To promote confidence and positive attitudes to reading

through access to a wide range of literature.

• To develop their vocabulary and comprehension of what they have read.

• To encourage good home/school partnerships.

• To enable children to analyse what they read and to participate in discussion and debate about texts.

• To monitor each child’s progress through the use of a range of assessment strategies e.g. Reading Age tests.

• To support those children who require additional support with their reading.

• To nurture a love of books and reading, creating a community of life long readers

**Reading in School**

Prioritise reading

Reading has a high profile – quality texts in all genres, the school aim is to create lifelong readers. Many activities take place which promote pre-reading skills. Children become aware of print in their environment and match pictures and words. Language comprehension is developed by talking and reading to the children. Reading underpins our whole curriculum. It is planned on intent planning sheets in all subjects. Reading is an important tool used across the curriculum for research. Children are encouraged to read for a range of purposes and not just in lesson but as part of life at school for example, words on displays, play scripts for performances and words for songs.

The school has employed a full time TA (job share) from the PP budget to read with children across who have been identified as needing additional help following assessment in September.

Children see reading as helping them find information as well as for enjoyment and this is facilitated through planning and providing opportunities for reading in a range of subjects.

To aid planning teachers use a range of resources and adapt them. Examples of these are planning from Focus Education, Twinkl and Evolve literacy – some of this is old planning written for previous frameworks however this is then adapted for the updated curriculum. There are particular units selected by teachers to improve particular aspects of learning.

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. We also have a post it system where children write a post it on the book once they have finished it and stick it to the front of the book. 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. We also have a rewards system in place to encourage children to read frequently. Our target is 5 times a week and this is recorded and checked daily by teaching assistants in all classes.

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. 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. We encourage children to be independent in changing their books because it is important that they chose books that interest them. 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. Due to Covid volunteers are currently not allowed in school. 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.

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

The children are differentiated into different phonic groups:

Dancing Dragonflies - Phase 2

Bouncy Beatles - Phase 3

Lively Ladybirds – Phase 4 and 5

Creative Caterpillars - phase 6/spelling patterns.

All book boxes are labelled with the group mascot to ensure children are changing their books from the correct box which matches the phonic phase they are currently being taught.

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. Volunteers read with the children, encouraging them to apply their phonics and to discuss what they have read. Specific comprehension lessons are taught that focus on key skills such as prediction and inference. As a class, we chose a range of fiction and non-fiction books and the children really enjoy sharing and reading them. Class Cremyll read a chapter book daily as well as picture books, poetry and non-fiction.

Class Plym read at least 1 picture book daily as well as, poetry and non-fiction. They also ensure a breadth of genres; this is monitored through Book Quest which is celebrated in Celebration Assembly. Due to Covid celebration assembly is currently not on.

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. We read a class book daily. Volunteers are used to read with children who are below ARE and those who do not always read as much as we would like at home. Interventions are put in place for those not meeting ARE and where we feel they can do more than they are demonstrating. Due to Covid volunteers are currently not allowed in school. Children still on banded books are monitored closely to ensure progress is being made. Specific comprehension lessons are taught to focus on key skills.

If children are working below ARE and reading book banded books, then they attend a phonics group daily that assists their ability.

Books match the sounds that the children know

As children gain phonic knowledge they start the process of decoding. Initially, as children learn to read, they are given a picture book with no words with the intention that they will share the book and take part in a conversation generated by the pictures. Gradually as the children’s knowledge of letters and sounds develop 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 literal (the lines), inferential (between the lines) and evaluative (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 class room encouraging reading and there is a library in the entrance hall of the school. This is used by KS2 children and is stocked using the Cornwall Library Service, books bought by the school and books donated by our community. Books in the classroom are chosen by the children, each class has a budget to choose the books they would like to read, in this way we ensure that we have up to date choices as well as the classics. 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. Children also have a choice in what is read and opportunities are given to them to talk about books. However, most talk is unprompted as we find children are interested in reading.

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. A Book Fair is held yearly to allow all children the chance to look at new books of all genres and hopefully purchase a new book of their own to take home!

**Assessment of Reading**

Reading is assessed regularly and monitored on the school tracking system. CGP tests are used twice yearly 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 and summative assessments are made at the end of each phonic phase. Consequently, the children are then regrouped and adjustments are made in order to ensure all children are receiving the phonic content appropriate to their ability and making good progress. Children who do not make good progress will receive focused interventions, delivered by the class TA. These include additional reading as well as specific programmes linked to dyslexia such as phonological awareness.

KS2 Interventions are put in place with a specific focus based on teacher’s diagnostic assessment made using daily and summative assessments. A summative assessment is completed twice a year to give a reading age, to support the monitoring of progress and ensure chosen books are providing challenge. It is also used to compliment daily assessments. A diagnostic individual assessment is undertaken for children working below age related expectations to ensure interventions are tailored to meet the individual needs. TAs and volunteers are used for children who are not reading regularly. Specific programmes are used as appropriate.

**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 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

At the start of the Autumn Term, all of KS1 parents are invited to two phonics workshops- phase 2 and phase 3. Due to Covid this could not take place.

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

In the Spring Term, parents are invited to a phase 4/5 workshop and again, an intervention workshop will happen for parents of children who are not making expected progress or working below ARE as above. Due to Covid this will not take place.

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 through a bookmark system- children that have read 10 times in two weeks in KS1 will receive a prize. In KS2 after the initial ten, it then goes to every 15 for a prize. Due to Covid this can not take place. We offer an open door policy where parents are welcomed to come in after school and change children’s reading books as well ask for support/advice. Additionally, workshops communicate how phonics and reading are taught at Fourlanesend in order to promote continuity between home and school. Due to Covid this can not take place.

Expectations of reading are communicated each term via the class letter. 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.

Celebrating Reading

Home reading is celebrated by the bookmark system where children receive a prize if they have read 10 times in two weeks in KS1. In KS2 after the initial ten, it increases to every 15 times for a prize. Due to Covid this can not take place.

Book Quest is a whole school scheme which encourages children to read a breadth of genres. This is recognised by the award of certificates given out in a celebration assembly. This is currently taking place within a class bubble.

Within lessons, children will be rewarded with house points, school value stickers and being recorded in the behaviour book.

**School Values**

* Kindness
* Honesty
* Respect & Responsibility
* Enthusiasm for Learning
* Confidence

Reviewed: December 2020 Next review: November 2021