



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

Reading and Phonics Policy

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Approved by:	R Evans
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This policy should be read alongside our Literacy policy.

Language and Literacy are central to our ability to understand, interpret and communicate about the world and each other. Reading is a thoughtful process which requires the reader to contribute his or her own experiences and thoughts to the comprehension of the written word. The ability to read is fundamental to many aspects of life, and is central to developing understanding in many areas of the curriculum. As print occurs all around, it is important not to think of reading only in terms of books, but in a much wider context too.

1.0 Aims and Objectives for Reading and Phonics

We aim to:

- enable our pupils to read confidently, fluently, accurately and with understanding and enjoyment.
- teach pupils to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to monitor, correct and make sense of their own reading.
- foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres and media (fiction, nonfiction, reading scheme books, 'real' books, e-books (kindles) etc.
- foster a love of different types of literature, to read with enjoyment and be able to evaluate and justify preferences.
- develop a suitable technical vocabulary through which pupils can understand and discuss their reading.
- develop reading skills in tandem with those of writing, so that pupils may function in society, as literate adults and readers for life.
- create a variety of reading opportunities across all areas of the curriculum.

2.0 Teaching and Learning

In order to deliver the above, lessons and activities are based on the objectives outlined in the National Curriculum and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation stage.

Throughout the school, children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts and have the opportunity to read, among others, 'real' books and newspapers, big books, posters, ICT based texts, texts on individual computers, 'Kindles' and interactive Whiteboards, large texts, information booklets, banded guided reading materials and reading schemes. We have a developing school library, and book corners in each class, which are supplemented by loan collections from the LSE (Library Services for Education). These are exchanged on a regular basis. We also have a large number of e-books available to us through Curriculum Visions, to which the school subscribes.

In the Foundation Stage, children will be given opportunities to be immersed in an environment rich in print and possibilities for communication. They will use communication, language and literacy in every part of the curriculum, and are given opportunities to speak, listen and represent ideas during their activities.

In Key Stage 1, children will begin to read independently and with enthusiasm. They will begin to develop skills of recall, comprehension, inference and deduction.

In Key Stage 2, children will read a range of texts and respond to different layers of meaning within them. They will explore the use of language in all areas of Literacy and develop their understanding of how the structure of language works.

3.0 Organisation

At St Michaels and All Angels, reading is taught alongside 'Letters and Sounds', 'Support for Spelling' and 'Spelling, Punctuation and Grammar'. These initiatives promote a strong and systematic emphasis on the teaching of phonics to aid the process of learning to read and spell. This element of the reading process takes place for Foundation Stage and KS1 pupils 3 times a week and at least once a week for pupils in KS2. During these activities the children are taught to:

- discriminate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to spell sounds;
- read words by sounding out and blending their separate parts;
- study written representations of a sound and how it looks;
- recognise on sight vocabulary identified as 'Tricky words'

Reading is taught through Shared Reading sessions, Guided Reading sessions and opportunities to practise and consolidate skills through independent/paired reading. During these sessions, teachers/teaching assistants use a wide range of strategies to enhance the teaching of reading.

Individual reading – children read a book suited to their individual level of achievement, to an adult (on a 1:1 basis).

Guided reading – a small group of children, of similar ability, share a group text with an adult.

Shared reading – an adult models a text (slightly beyond the independent reading capabilities of the pupils in the group) and the children read along with the adult.

All three ways of reading are important to ensure that children develop a range of reading skills.

Initially, children are taught to read using 'real books' and the Oxford Reading Tree reading scheme books. The children take home a reading book every day and parents are urged to encourage and support their child to read it.

In Foundation Stage children will read in school as and when appropriate – to be decided by the teacher in line with the needs of the children.

In KS1 children will read/share/discuss a book, in school, to an adult, a minimum of twice a week.

In KS2 children will read/share/discuss a book, in school, to an adult, a minimum of once a week. Some children will require more regular support with reading in order for their needs to be met.

4.0 Planning

Teachers plan activities based on the objectives from the aforementioned documents and match activities to the needs of all children in the class. Foundation Stage planning is based on 'Communication and Language' (Prime area) and 'Literacy: reading and writing' (Specific area). Lessons and activities planned will include a balance of:

- Demonstration
- Modelling
- Explanation
- Questioning
- Discussion
- Practical activities
- Individual/paired/grouped work
- Independent/guided work

5.0 Assessment

- Daily and weekly – Children's work is assessed informally on a daily and weekly basis to inform planning for the next series of lessons. Formal assessment of work and progress is undertaken at least half termly and children (from Year 1 onwards) are tracked for their progress at the end of each term. Assessment in the Foundation Stage is ongoing and recorded regularly.
- Targets – Each class/year group sets differentiated reading targets to help the pupils make progress. These targets are monitored regularly and assessed at the end of each half term, at which point new targets are set for the following half term.
- Statutory Assessments – Data from these assessments is used to inform future planning. Children in Year 1 (and above) are assessed on the relevant materials for their year group. Year 1 undertake a phonics screening assessment, Year 2 and Year 6 carry out the statutory tasks and tests and Year 3-5 carry out the optional assessment tests and tasks. Data from Foundation Stage, Year 1, Year 2 and Year 6 statutory assessments is reported to the Head Teacher, the LA, the DFE and parents.

Assessment data is one of the contributory factors in identifying pupils who require additional support and specific intervention.

Moderation

To ensure continuity, consistency and accurate assessment judgements are being made, moderation occurs both within school and across schools in the area.

6.0 Monitoring Pupil Attainment

Pupil attainment in reading and phonics is monitored on a half termly basis and trends of progress are noted. Targets are set based on this information.

Assessment results are carefully analysed to track individual pupil attainment levels, monitor standards of achievement and set whole school targets for improvement as necessary.

7.0 Equal Opportunities, Equality, SEN and G&T

At St Michael and All Angels, access to the curriculum in all areas of reading and the acquisition of phonic skills, is considered for;

- Pupils of different abilities.
- Pupils with Literacy difficulties.
- Bi-lingual pupils.
- The differing abilities and interests of boys and girls.

Where children are identified as requiring additional support (G&T/SEN), this is made available. A record of extra support is to be found on the provision map for each year group.

8.0 Management of Reading and phonics

The curriculum is managed by Curriculum Subject Leaders.

9.0 Training and Professional Development

Ongoing training is made available to ensure a high level of staff knowledge and expertise in order to facilitate effective learning and teaching.

10.0 Monitoring and Review

The implementation and ongoing effectiveness of this policy will be monitored by the Curriculum Leader.