



“Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society” **English Purpose of Study, National Curriculum 2014, DFE**

We believe that Reading is a skill that makes all other learning possible and phonics is crucial to unlocking that reading code.

Intentions:

- Deliver daily phonics through a high-quality phonics programme and consistently implement it to equip children with the skills they need to decode and become fluent readers.
- To provide children with books that are closely matched to their phonic abilities so they can be successfully when practising.
- To support children in catching up quickly and making ongoing assessments and targeting interventions.
- Ensure the highest possible number of children possible pass the phonics screening check, with expectations that are aspirational yet achievable.

Implementation:

Organisation and Planning of Phonics

A consistent and systematic approach

To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use a consistent DFE validated phonic programme, Twinkl phonics. This programme is a systematic, synthetic approach to teaching phonics, with clear expectations that are laid out term by term from Reception to Year 2.

Access to appropriate books

Integrated in to the programme are high quality reading books published by Phonics Bug that match to each grapheme the children learn, this ensures that children apply their phonic knowledge in context through the use of high-quality fully decodable reading books.

Rigorous assessment

Embedded in to the programme are regular assessment tasks which allow teachers to identify any children who may need extra support. A formal assessment is carried out at the end of each phase.

Progression through the Programme					
Nursery	Reception			Year 1	Years 2-6
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Intervention
Develop speaking and listening skills	Simple letter-sound correspondences	Introduction of consonant digraphs and long vowel sounds	Consolidation & reading & spelling words with adjacent consonants	Learn final graphemes & alternative pronunciation & spelling of known graphemes	No daily phonics for all, as children move to whole-class reading. Intervention for those who require it.

Rigorous Practice – In Reception and Year 1 phonics lessons you will see:

- Phonics is taught daily and has a regular, consistent slot on the timetable
- Phonics is taught in whole class sessions led by the teacher, who explicitly models strategies & skills.
- All staff have access to high quality planning and resources.
- All lessons follow a consistent structure.
- The same visual representations, mnemonics & songs are used by all staff
- Children work independently, with peers or in guided groups
- Children are encouraged to apply their phonics knowledge in other curriculum areas.
- Children have access to phonetically decodable books to read at home.
- Teachers ensure that all children make progress through the use of targeted intervention groups.

Support to catch up in Year 2-Year 6

Although we expect the majority of children will have successfully completed the Phonics programme by the end of year 1, we recognise that some children may benefit from further instruction and we will ensure that high quality phonics provision is in place for:

- Children who did not pass the Year 1 (or Year2) Phonics screening check.
- Children who have English as an additional language and may need additional time to secure sounds.
- Children with SEND who are struggling with decoding.

Children will be taught a tailor-made intervention programme with a trained TA to ensure they quickly close gaps in their phonic knowledge.

Equality

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

Impact:

Children are assessed at the end of Year 1 using the Government Statutory Assessment Tool. This screening check confirms whether a child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2. Children are assessed 1:1 by the Year 1 teacher. Those who do not pass will continue their phonic lessons in Year 2. This allows for them to consolidate and develop their confidence ready to retake the screening check at the end of Year 2.

How do we know if we have achieved our aims?

- Children can decode, segment and blend confidently and by the end of Year 1 are ready to move from learning to read to reading to learn.
- Children feel successful in reading and are more willing to read because books are matched to their needs.
- By implementing high quality intervention effectively and promptly, the majority of children become fluent confident readers by the end of KS1.
- A high number of children pass the phonics screening check at the end of Year 1.

Subject leader role

The English subject lead is responsible for raising the standards of teaching and learning in Reading. Data from across the school is analysed to identify strengths and areas for improvement. From this analysis, the School Development Plan each year will focus on any key issues which need to be implemented, monitored and evaluated.

The English subject leader will:

- Oversee the design and delivery of the phonics curriculum.
- Co-ordinate, monitor, evaluate and order resources and manage the budget.
- Work together with colleagues to raise standards.
- Provide stimulus and inspiration.
- Ensure that the policy documents remain useful and current.
- Carry out a yearly audit and action plan.
- Conduct pupil voice interviews/questionnaires.

Monitoring strategies include: looking at pupil's work, monitoring reading material and purchasing resources, learning walks and lesson observations, delivering training and staff meetings to teachers/teaching assistants, pupil voice interviews and surveys, listening to pupils read.

Any questions or concerns regarding this policy should be made to Mrs. K Gardiner (English Lead) or Mrs. M Simmons (EYFS Lead)

Confirmation that the policy for Reading, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:

Signed by:

Chair of Governors: Date:

Headteacher: Date:

Approved at the Governing Body Meeting on: