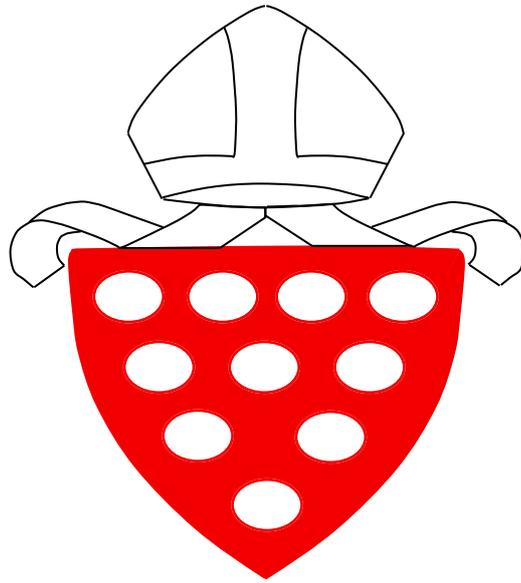


Jesson's CE Primary School



Reading and Phonics Policy

Rationale

At Jesson's CE Primary School, we believe that reading is one of the most important skills we teach our children. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers as well as develop a life-long love of reading.

Aims

- To deliver a structured and consistent whole school approach to Reading
- To develop a range of reading strategies and skills: fluency, accuracy, understanding and response to different texts
- To understand the sound and spelling system and use this to read and spell accurately
- To rigorously monitor and assess children's progress in Reading and identify those who require extra support and intervene at an early stage
- To develop a love of books and reading
- To create a whole school reading culture through language rich environments within school
- To develop the knowledge of different authors, poets and illustrators
- To use conventions of library organization to access texts and locate information
- To recognize the value of parents/ carers as essential components to supporting and developing reading skills and love of reading.

Early Reading

At Jesson's we want every child to be successful, fluent readers and writers by the end of Key Stage One and we believe that this is achievable through a combination of strong, high quality, discrete phonics teaching combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell.

Aims and Objectives

- To deliver excellent high-quality phonic teaching through systematic synthetic phonics (SSP).
- To secure crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on developing strong language comprehension skills.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school
- Excellent teaching of early language to develop vocabulary

- To differentiate phonics work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- To give children word work strategies that will enable them to become fluent readers and confident writers

The Rose Report (2006) makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

Teaching Approach to Early Reading

At Jesson's, we use the Jolly Phonics approach to teach the five key skills for reading and writing. Jolly Phonics is a fun and child-centred approach to teaching literacy through synthetic phonics. Each of the 42 letter sounds have a specific action which the children in EYFS and Key Stage One use, as a multi-sensory approach, to reinforce the letter sounds. There are seven groups of letter sound (*shown here*).

- 1 . s, a, t, i, p, n
- 2 . c k, e, h, r, m, d
- 3 . g, o, u, l, f, b
- 4 . ai, j, oa, ie, ee, or
- 5 . z, w, ng, v, oo, oo
- 6 . y, x, ch, sh, th, th
- 7 . qu, ou, oi, ue, er, ar

The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

The five key skills which Jolly Phonics helps to teach are:

1.Learning the letter sounds

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

2.Learning letter formation

Using different multi-sensory methods, children learn how to form and write the letters.

3. Blending

Children are taught how to blend the sounds together to read and write new words.

4. Identifying the sounds in words (Segmenting)

Listening for the sounds in words gives children the best start for improving spelling.

5. Tricky words

Tricky words have irregular spellings and children learn these separately.

Phonics is taught through discrete phonic sessions, regular reading and writing sessions and through embedding the phonics by linking it with other curriculum subjects throughout the school day.

Planning for phonics is separate from the English planning.

All staff have been trained to teach phonics. In Early years and Key Stage 1 all teachers and teaching assistants are experts in the teaching of phonics and receive training and development.

Timetabling

Discrete phonics sessions in class are timetabled and taught daily from Nursery through to Year 2. The expectation is that phonics is taught for a minimum of 10 – 15 minutes in Nursery, 15 – 25 minutes in Reception, 20 – 25 minutes in Years 1 and 2.

Progression in Early Reading

In EYFS and Key Stage One, children will progress through the Jolly Phonics and Jolly Grammar sequence.

- **Time for Two's**- Children to be supported to develop their speech and language as well as their listening and understanding skills.
- **Nursery** – Children begin with focusing on sound discrimination, rhythm and rhyme, alliteration and voice sounds before moving onto oral segmenting and blending focusing on Step 1 Group 1 sounds.
- **Reception** - By the end of the Summer Term, Reception children should be familiar up to Step 2 Unit 5 and 6 which focuses on split digraphs.
- **Year 1** – By the end of the Summer Term, children should be familiar with all of the Step 2 and Step 3 sounds which focuses on alternative pronunciations and tri graphs. At the end of Year 1 all children will take the National Phonics Screening Test.

- **By the end of Year 2**, children should be proficient in their phonics knowledge and have completed the Jolly Grammar objectives. Children in Year 2 who did not meet the required standard for phonics and need more work on 'decoding' and 'word reading' skills, will have opportunities to practice this when taking part in targeted interventions. These children at the end of Year 2 will take the National Phonics Screening Test.
- **KS2 children**
Children in Year 3 and older who need further phonic intervention work will do so through targeted interventions.

Reading in Key Stage 2

Alongside the important skill of decoding, we expect all our children to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres, foster an interest in words and their meanings and have a strong motivation to read for a variety of purposes.

Whole Class Reading

Teachers make explicit the links between reading, writing and speaking and listening. Reading skills are taught systematically in Year 2 and across Key Stage 2 in Whole Class Reading sessions. These are lessons in which pupils engage with high quality texts using a variety of techniques and strategies to strengthen their understanding of what is being read. These sessions also develop every child's ability to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.

The teacher is the expert reader and models the reading process to the whole class providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading domains: ***retrieval, inference, vocabulary, sequencing prediction, summarising and making comparisons.***

Texts are varied, rich and challenging.

Reading in these sessions will involve; the teacher modelling good reading, children being involved in Echo and Choral Reading, partnered reading and independent reading.

The text is closely examined to ensure children understand unfamiliar vocabulary and understand language in context.

Class discussions on the text allow the children to become confident and effective communicators and listeners.

Teachers model specific reading domains through skillful questioning and allowing children to practice the taught skill through accurate responses.

Allocation of Reading Books

In EYFS and Year 1 the children's reading books are allocated in line with the Jolly Phonics sequence of learning as well as being used to further support a child's reading development. Early readers in Years 2 to Year 6 complete a Jolly Phonics assessment to identify gaps in phonetic knowledge. Reading books for these children are then allocated accordingly and targeted interventions implemented to close the gap.

From Year Two to Year Six, children are allocated a book band according to the outcome of their Salford Test results (*see Assessment and Monitoring section*).

All children have opportunities to take home reader books home. This means that children can practice their reading outside of the school day so that they continue to experience success in reading.

Alongside the reading book, every child is given a reading record log which allows parents to write comments about their child's reading at home. Teachers and TA's also write comments in the reading record log when a child is heard read in school.

Every class also has a class library which contains a range of age-appropriate books that the children can also access to further widen their reading repertoire.

Hearing Children Read

Staff are responsible for hearing the children in their class read on a regular basis. Target children are heard read weekly, more where possible.

Class teachers keep individual reading records for the children and these are updated regularly when children are heard read. Reading skills sheets are used to ensure that teacher questioning focuses on the specific book band skills.

More targeted reading interventions are identified for children with SEN and the progress is monitored by the school's SENDCo.

Whole Class Story Time (Class Reader)

At Jesson's, we want our children to enjoy and appreciate literature and its rich variety. Therefore, we ensure that daily timetabled whole class story time takes place in across school. Children regularly hear their class teacher read aloud.

Each year group has a designated Reading Spine. These books are rich and challenging, beyond the current reading ability of the majority of the class.

Whole Class Story Time allows our children immerse themselves in high-level literature. Children also have opportunities to further develop their vocabulary and

comprehension skills through follow up questioning and class discussions about the chosen book.

Assessment and Monitoring of Progress

Teachers continually assess children's reading. In EYFS daily teacher assessment end of phonics Steps assessments are used to track and review children's progress.

In Year 1 and 2, alongside daily tracking of progress, past phonics screening tests are used half termly to diagnose gaps in the secure acquisition of sounds.

Regular assessments in early reading acquisition allow teachers to continually review and adapt their teaching to target children who require extra support and to further stretch children who are ready to advance to the next stage.

More formal standardised Rising Stars NTS tests for reading are administered termly in Years 2 – 6 and in Year 1, in Summer Term, which help to inform teacher assessments for reading.

Alongside this, we use the Salford Reading Test to measure a child's reading age and comprehension age in Years 2 - 6. These tests are completed termly and the scores determine book band allocation for each child and help monitor progress against age related expectations.

Parental Involvement

Reading at home is regarded as an important part of reading development. Parents are encouraged to share books with their children and hear their children read at home. Once a book has been read at home and parents have signed the reading record book, children will be able to select a new book from the appropriate book band. The children are expected to bring their home reading books and reading record logs into school every day.

Parent workshops for reading are held across school. These workshops are designed to give parents information about how we teach reading, comprehension and questioning, what the national curriculum says about reading, and activities to support children's reading at home.

S Sabharwal (English Lead)

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