



BLEAN PRIMARY SCHOOL

Policy for Phonics, Early Reading and Reading

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Introduction

Language and Literacy are central to our ability to understand, interpret and communicate about the world and with 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 a wide range of areas of the curriculum. As print occurs all around, it is important we think of reading in the widest context than only books. All the skills of language are essential to participating fully as a member of society; only pupils who learn to speak, read and write fluently and confidently are able to effectively participate in wider society.

At Blean Primary School we are proud to offer the pupils a text rich learning environment where imagination and creativity can be fuelled. Through our rigorous phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as confident readers who have a love of books. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

To achieve this, we ensure that:

- There is a sharp focus on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read and spell
- Reading is prioritised to allow pupils to access the full curriculum offer
- A rigorous, sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading
- At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils
- At the early stages of learning to read, reading materials are closely matched to the learners' phonics knowledge

At Blean Primary School expectations in teaching of reading and the sequence of teaching reading is produced in a document entitled 'Sequence of learning – Reading' and is available in the appendix to this policy.

Aims

- To read easily, fluently and with good understanding
- To begin to develop lifelong enjoyment and pleasure in reading
- To enable children to access all areas of the curriculum through developing their library and research skills
- To enable children to access, understand and begin to manage information
- To begin to understand the meaning of what is read to them and what they read
- To begin to respond to what they read; to say whether they like or don't like it and why
- To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger
- To begin to understand that this experience allows us to make connections with other people.
- To walk through doors to the past, to the future, and to other worlds both real and imagined

As a community of readers we expect all adults to model and communicate their love of reading. These are just some of the ways we can share this:

- ✓ ***Story time***
- ✓ ***Shared and guided reading***
- ✓ ***Whole class reading skills sessions***
- ✓ ***Reading with individual children***
- ✓ ***Reading for pleasure and for information***
- ✓ ***Using a variety of reading material***
- ✓ ***Ability to read from a screen through use of technology***

We want to ensure our children have opportunities to read more widely and across all subjects in order to develop a life-long enjoyment of reading. We will participate in whole school events across the year, e.g. World Book Day, National Poetry Week, to promote books and reading. We will provide a well-stocked, stimulating and comfortable library which will create more opportunities for children to read widely across all areas of the curriculum.

Objectives

In line with guidance from the new National Curriculum for English (September 2014) the programmes of study for reading at KS1 and KS2 consist of two dimensions:

1. Word reading
2. Comprehension (both listening and reading)

EYFS and Key Stage 1

At Blean reading is taught alongside Phonics. This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme the children will be 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 sight vocabulary identified as 'tricky words'

Reading schemes used by EYFS and Key Stage 1

When children are learning to read, it is imperative that they practise independent reading with fully decodable books that are matched to their secure phonic knowledge. This will enable them to use the sounds they know to decode the words and, with practise, develop fluency when reading. It will also establish the habit of using phonics as the route to decoding unknown words, avoiding unreliable guessing strategies. Evidence and experience shows that this is the most effective approach to ensuring almost all children learn to read. At Blean Primary School we use the following reading schemes:

- Dandelion Readers
- Big Cat Collins

The teaching of phonics

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically thus freeing them to concentrate on the meaning of the text.

High-quality phonic work will be most effective when:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- It is time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- It is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress
- It is taught discretely and daily at a brisk pace
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- There are regular opportunities for children to learn high-frequency words within each phase alongside their phonic learning
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

At Blean Primary School we use a systematic phonics programme written by Nina Birch – Dramatic Progress in Literacy (DPiL). This is taught throughout EYFS and KS1. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.

About Dramatic Progress in Literacy Phonics (DPiL Phonics)

DPiL Phonics **is an outstanding Systematic Synthetic Phonics Programme (SSP)**. It is for use in YR, Y1 and Y2; and as a catch-up programme for struggling readers in KS2 and older children with SEND. DPiL Phonics programme aligns with the Government verified phonic decodable books from Phonic Books Ltd: www.phonicbooks.co.uk.

DPiL Phonics has **proven plans, strategies and resources** that supports all children to learn to read and write. It supports children who have reading difficulties and reading disabilities from the start with its use of colour digraphs, colour filled phoneme frames to support decoding and empty phoneme frames to support encoding.

DPiL Phonics is a revised version of 'Letters and Sounds' with a difference. The difference with DPiL phonics is that in YR, once children have learned all their single letter graphemes and same letter graphemes (ll ss ff zz), they learn to read these in many combinations, including adjacent consonants, before beginning to learn the consonant and vowel digraphs and trigraphs and two syllable words. It offers a **complete teaching programme** meeting the expectations of the National Curriculum, the Ofsted Deep Dive into reading and the Y1 Phonics Screening Check.

The programme is organised into six structured phases building on acquired phonic knowledge and skills learnt at each phase.

Nursery	Reception		Year 1	Year 2 +
Seven Aspects General Sound discrimination: 1. Environmental sounds 2. Instrumental sounds 3. Body percussion 4. Rhythm and Rhyme 5. Syllables/Alliteration 6. Voice sounds 7. Oral Blending and segmenting Letter sounds: s a t i m (Summer 2)	Phase 2 • Teaching 21 letter sounds • Blending and segmenting • Reading phonetically decodable words • Reading 'tricky' words Phase 2 Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words. Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Wk. 1: s a t Wk. 2: t i m Wk. 3: n o p Wk. 4: b c g h Wk. 5: d e f v Wk. 6: k l r u	Phase 3 and 4 • Teaching 32 letter sounds • Blending and segmenting to read and spell simple words and captions • Letter names • Reading and writing 'tricky' words Wk. 7: j w z Wk. 8: x y ff Wk. 9: ll ss zz Wk. 10-12: vcc /cvcc /ccvc/ccvcc Reading using all single letter graphemes and double letter digraphs in different combinations as above. (Phase 4 Adjacent consonants included in this phase with single graphemes.) Phase 3: Consonant digraphs <i>Learning of frequent consonant digraphs and some long vowel phonemes.</i> Wk. 13-18 Consonant digraphs: ch/ sh /th/ ck wh/ ng qu/ tch ve Wk 19-22 2 syllables + ed +ing + le Wk. 23-36 Phase 3 and 4 Vowel graphemes: One week on each. ai ee oa ur ea ow oo igh oo (yoo) or oi ar air ear Rest of the term practise Including adjacent consonants and 2 syllable words e ding le CEWs matched to phonic books see YR overview of phonic programme	Phase 5 • New letter sounds and alternative pronunciations for sounds already learnt Graphemes: Wk. 1 ai=a, ay, ea, a-e, eigh Wk. 2 ee=e, ea, e-e, y, ie, ey Wk. 3 oa=o, ow, oe, o-e Wk.4 ur ir er Wk. 5 ea e ai Wk. 6 ow/ou Wk. 7 oo=o, u, ue, u-e,ew, ui Wk.8 igh=i, ie, y, i-e Wk.9 oo oul u Wk.10 or a aw au al Wk.11 oi/oy Wk. 12. ar a al Wk. 13. air=ere, ear, are Wk. 14. ear=ere, eer Wk.15 f=ff, ph, ce/ci/cy Wk.16 j=g/ge/dge Repeat Add in graphemes from phase 2 3 for revision as needed (wh sh ch ck) Spelling Rules: To add -s or -es to nouns to make plurals (see S for S) To show that verbs change e.g. -ing -ed -er To know that the prefix -un changes the meaning of verbs and adjectives e.g. kind, unkind CEWs Words: See Year 1 common exception words	Phase 6: Spelling Children become fluent in reading and increasingly accurate spellers Graphemes/rules/CEWS weekly E.g. Wk. 1 ai=ay a a-e eigh CEWS: do to today was were Rules: Plurals + s y-l + es See year overview Extra phonic sessions are added to whole class or intervention depending on data from Y1.

Organisation and planning

Phonics is taught daily across EYFS and KS1 for approximately 20-30 minutes. Sessions are delivered in a variety of ways to include whole class, small group and individual teaching tailored to the children's needs. Whilst the Class Teacher plans and delivers the main phonic focus, Teaching Assistants are actively involved and may support small groups or individuals during the session.

All sessions for phonics follow the same planning format: REVIEW, TEACH, PRACTISE and APPLY. Sessions must keep pace, balance writing with games and practical activities and include kinaesthetic opportunities wherever possible.

Nonsense words

One important aspect of phonics Sounds is the teaching of nonsense words. It is vital to incorporate nonsense words as they enable the children to use their phonics just through decoding skills. Nonsense words need to be taught discretely twice a week within the phonics session.

As well as daily phonic teaching, there needs to be opportunities for children to apply their phonic knowledge and skills across the curriculum; especially in shared and guided reading. Every opportunity needs to be taken to ensure the children use their phonics knowledge in every aspect of their learning.

Tracking of phonics teaching and learning

The six phases of phonics should cover from Reception to the end of Year 2. The phases are deliberately porous so that no children are held back or unduly pressured to move on before they are equipped to do so.

At the end of each term, teachers will assess the pupils on what has been taught and record this on our assessment forms. This enables us to track and identify pupils that may require extra support/sessions.

These are outlined below:

- By the end of phase 1 children will be able to orally blend and segment sounds. They will recognise alliteration as they develop their ability to tune into speech sounds
- By the end of phase 2 children should be able to read some VC and CVC words and spell them using magnetic letters or on whiteboards
- By the end of phase 3 children should know another 25 graphemes and continue to practice CVC blending and segmenting
- By the end of phase 4 children will consolidate knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.
- By the end of phase 5 children will broaden their knowledge of graphemes and phonemes for use in reading and spelling
- By the end of phase 6 children should know most of the common grapheme-phoneme correspondences. They should be able to read hundreds of words

Year 1 Phonics Screening:

The phonics screening check is a statutory assessment for all children in Year 1 (first introduced in 2012). The phonics screening check is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard.

Children who do not achieve the appropriate standard will receive support from the school to ensure they can improve their phonic decoding skills. These children will then be expected to retake the phonics screening check in year 2. If the children do not meet the standard in year 2, provision will be put in place by the school to support catch up.

The phonics screening check comprises a list of 40 words that children read one-to-one with a teacher. The list is a combination of both real and nonsense words. Using nonsense words allows this assessment to focus purely on decoding using phonics.

As nonsense words are new to all children, they do not favour children with a good vocabulary knowledge or large visual memory of words. The nonsense words will be shown to children alongside pictures of imaginary creatures. This allows teachers to explain to the child that the nonsense word is the name of a type of creature they haven't seen before. This helps children to understand they should not try to match the nonsense word to their vocabulary.

Teachers must tell parents whether or not their child met the required standard to ensure they are aware of their child's progress in developing phonics skills.

EYFS and KS1 staff will strive to ensure the application of phonics skills and knowledge in guided and shared writing sessions as well as across all areas of learning so that children understand how to make use of their learning across the curriculum. In guided and independent sessions staff will exploit the opportunity to support the development of phonic knowledge and skills so encouraging children to be able to develop their growing knowledge and skills themselves.

Early reading

As pupils move through the phases, they will be reading materials are closely matched to the learners' phonics knowledge. In this way, pupils will be encouraged to use their phonics skills and knowledge as their primary reading strategy. As pupils find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. Increasing the pace of reading is an important objective. Pupils will be encouraged to read aloud as well as silently for themselves.

As children progress and move beyond phonics, many pupils will begin reading longer texts with more complex words independently and with increasing fluency.

This process culminates in a shift from learning to read to reading to learn. Pupils then move on to reading both for pleasure and for information.

Meeting the needs of all

The timeline will always be adjusted and adapted to meet the needs of all learners and to ensure that every child gains the building blocks they need to become a successful reader. Where a pupil continues to need to support with their developing phonemic understanding at Key Stage 2, this will be provided through targeted interventions. Careful thought will always be given to the provision of appropriately structured work for pupils with SEND, often through intervention groups. Our approach is multisensory: oral rehearsal followed by listening, and then the physical process of writing.

Reading skills and developing a love of reading

The teaching and learning of reading will run across the entire curriculum. We aim to provide a rich reading environment to develop the children's skills in reading. Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

- ✓ Reading with other children
- ✓ Reading with an adult
- ✓ Shared reading
- ✓ Reciprocal /Guided reading
- ✓ Independent reading
- ✓ Building phonics skills
- ✓ Developing vocabulary and comprehension
- ✓ Understanding of sentence structure and punctuation
- ✓ Reading and interpreting dictionaries, contents, index, glossary
- ✓ Participating in play reading
- ✓ Performance of poetry, songs, rhymes, e.t.c.

Every day each child will be engaged in:

- Speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills.
- An interactive multisensory phonics session
- Shared reading and/or writing led by the teacher to demonstrate reading and writing strategies (including phonics) in a meaningful way
- A rich and regular story time

Key Stage 2

The teaching of reading continues into Key Stage 2 where the skills taught in KS1 are further embedded and developed. As the children become more able in word reading, the focus moves towards comprehension.

Children are taught within whole class or guided group sessions where they are encouraged to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They are taught to develop positive attitudes to reading and an understanding of what they read. This understanding develops and becomes more sophisticated as the children move through Key Stage 2.

Approaches to teaching and learning

Throughout the school reading is predominantly taught through **Whole Class Reading** sessions, **Shared Reading** sessions, **Reciprocal Reading** sessions and opportunities to practice and consolidate skills through **independent reading**. In addition to this class teachers may use **close reading** approaches and **paired reading**. During these sessions, teachers/teaching assistants will use a wide range of strategies to try and enhance the teaching of reading; sometimes whole class and sometimes in groups or individually. Some of these are outlined below:

- modelling and discussing the features of written texts through shared reading of texts;
- giving direction to develop key strategies in reading
- demonstration - e.g. how to use punctuation when reading, using a shared text
- explanation to clarify and discuss e.g. need for grammatical agreement when proof reading
- questioning - to probe pupil's understanding of a text
- investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction
- discussion and argument - to justify a preference
- Provision of a wide range of fiction and non-fiction genres, for the children to choose from

Whole Class Reading

Whole class reading sessions are skills based lessons. At Blean Primary School we use VIPERS. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

Vocabulary

Inference

Prediction

Expression or **E**xplanation

Retrieval

Sequence or **S**ummarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and pupils are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Shared reading

This approach is predominantly used in EYFS and KS1 where the children are starting out on their reading journey. The teacher models the reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring in daily phonics sessions. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

Guided/Reciprocal reading

Throughout the week children are engaged in a range of reading activities to include: **Guided reading** where an adult works with small groups of children who are able to read at a similar level. The adult scaffolds the learning by guiding children through the text and prompting them to apply what they've learnt in shared reading and other literacy activities.

Alongside Guided Reading, teachers will also use reciprocal reading strategies. Here children are taught to use the skills taught in whole class sessions to develop a fuller understanding and comprehension of a range of reading material.

These strategies may be taught to the whole class or small groups within the class initially before the children themselves are able to lead their own 'reciprocal reading' session. The overriding aim is to enable our children to learn specific strategies they can use to make sense of text in order to genuinely understand what they are reading.

The aims of reciprocal reading are as follows:

- To improve reading comprehension using the 6 key strategies.
- To scaffold these 6 strategies by modelling, guiding and applying them while reading.
- To help children monitor their own reading comprehension.
- To strengthen teaching in a variety of situations: shared, guided and independent.

Independent Reading Time:

Children read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value.

All children will be encouraged to borrow books from class collections, and read these at home and in school during independent reading time. Initially, children take home fully decodable texts, matched to their phonics stage/phase and progress on to Book Banded (colour-coded) reading books, which are suitable for their reading ability (these books are often from a range of reading schemes as listed above) as well as books chosen from class libraries.

Children will bring home a variety of reading material to share with parents every week. In EYS and Key stage one, this will be one fully decodable reading book and one sharing book for pupils to share with their parents. All pupils will be encouraged to change this reading material independently at school from the very start of EYFS and throughout Key Stage 1 to foster responsibility and independence at the earliest possible stage. This will be built into the normal classroom routine.

Where appropriate reading buddies will be set up between children from EYFS and Upper Key Stage 2. This will enable the younger children to share their reading on a 1:1 basis with older children and so participate in a positive reading experience on a regular basis.

All children in EYFS and Key Stage 1 will have a Reading Record book. Staff and parents will record comments in this reading record as a means to share a child's reading progress between home and school.

Children in Lower Key Stage 2 (Years 3 and 4) will also have a Reading Record book where they are encouraged to record books read on a more independent basis. In Upper Key Stage 2 the children may record their reading habits in a more independent way.

Class book areas will be stimulating and cosy and exploited during reading sessions to facilitate reading for pleasure.

Our school library is used by class teachers throughout the year to further create a love of Reading and our volunteer group open the library during lunchtimes to further support this. Weekly library sessions are timetabled for children to enjoy the love of reading in a calm and nurturing space.

Close Reading

This approach involves the close analysis of the text and requires the reader to mark or highlight key points for discussion and consideration. Key strategies include:

- Read and question
- Identify new words and look them up
- Evaluate the author's technique, use of language structure
- Identify key points
- Write your own questions for answering later
- Identify links to ideas / connections that are known.

Paired Reading

This approach enables a more able reader (adult or older child) to read the same book at the same time to further develop understanding of prosody and improve fluency. The learner gives their partner a signal when to stop reading and lets them carry on alone. This approach also:

- Uses lots of praise: pupils are told when they are doing well, instead of only errors being highlighted.
- Provides an emphasis of understanding: not just mechanically reading, but getting the meaning out of the words on the page.

- Indicates no failure: it is impossible not to get a word right within 5 seconds or so. With paired reading it is easier for children to make sensible guesses at new words, based on the meaning of the surrounding words.
- Means that children are encouraged to read with expression and the right pacing.
- Results in children being given a perfect example of how to pronounce difficult words.
- Results in increased enthusiasm: children are encouraged to pursue their own interests in reading material.

Partnership with Parents

Parents play a key part in developing their children's reading skills from a very early age. They are crucial role models and enable children to view reading in a positive way. It is vital for children to have every available opportunity to share reading experiences at home as well as at school in order to foster a love of reading. These opportunities can be found in a variety of ways:

- ✓ Time is made to talk and embed vocabulary.
- ✓ Time is made to read regularly.
- ✓ Stories are read and shared aloud regularly.
- ✓ There is a continual encouragement to read.
- ✓ Word games are played.
- ✓ Public libraries are joined and bookshops are visited regularly.
- ✓ Reading is seen to be an enjoyable experience for everyone.
- ✓ Children see adults reading for a variety of purposes.

Planning and assessment

Teachers will ensure that reading sessions are planned for. There will be on-going teacher assessment of the skills needed for reading and the ability to read aloud. Opportunities for comprehension activities (oral and written) will be undertaken to assess children's understanding and skills at finding information.

Throughout the teaching sequence, teacher assessment is used to identify pupils who are not grasping 75-80% of new learning. These pupils are targeted for rapid intervention. In EYFS, pupils will be assessed termly on what they have been taught. In Year 1, a mock phonics screening is carried out on a termly basis to identify individual gaps in knowledge and understanding, as well as any systemic gaps. We use a Phonic Tracker from Reception to Year 2 to support our analysis of individual pupil's progress. PM Benchmarking and Salford Sentence Reading Tests are used to identify particular strengths and weaknesses and next steps.

National screening & tests

Year 1 phonics screening in June; Year 2 Key Stage 1 Optional Reading SATs in May; Year 6 Key Stage 2 Reading SATs in May.