



## ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

# Reading and Phonics Policy

<b>Date Approved</b>	<b>Dec 2022</b>
<b>Date for Review*</b> <i>(*subject to any relevant changes in legislation or other appropriate guidelines)</i>	<b>Nov 2025</b>
<b>Policy Last Revised</b>	<b>November 2022</b>
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<b>Approved by:</b>	Local Governing Committee
<b>Date received by LGC</b>	December 2023

## Mission Statement

*Psalm 147:4 God counts the stars and calls them all by name*

The aim of our Church school is to develop the full potential of each child spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian Faith.

This policy is grounded within our school mission statement, and underpins our commitment to providing a safe, inclusive environment for all stakeholders which reflects our Christian values

This policy should be read alongside our English Policy.

Language and English 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.

“There’s so much more to a book than just the reading” – Maurice Sendak.

### **Intent for Reading and Phonics**

We intend 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.

## **Implementation**

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, interactive Whiteboards, 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.

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. The Foundation Stage curriculum is book based.

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 English and develop their understanding of how the structure of language works.

## **Organisation**

At St Michaels and All Angels, reading is taught alongside SoundsWrite Phonics Scheme. Sounds Write promotes 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 each day. 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 whole class Reading sessions, Guided Reading sessions and opportunities to practise and consolidate skills through independent/paired reading. During these sessions, teachers use a wide range of strategies to enhance the teaching of reading.

Individual reading – children read a book suited to their individual phonic level ( Foundation Stage and Year 1) and 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.

Whole class reading – an adult models a text and the children read along with the adult. The adult teaches and develops comprehension and vocabulary knowledge in these sessions.

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

Initially, children are taught to read using a variety of schemes, including Soundwrite books, Dandelion Readers, Dandelion Launchers and Rising Stars. Our Sounds-write books Dandelion and Rocket book scheme matches our phonics scheme of work.

In Foundation Stage children will begin the Soundwrite programme straight away. In KS1 children will individually read/share/discuss a book, in school, to an adult, at least once a week.

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

## **Planning**

Phonics – Sounds Write scheme of work is used

English – a class book is the focus of each unit of work.

## **Assessment - Impact**

- 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 is undertaken at least termly (PIRA assessment).
- Phonics is tracked every half term.
- Statutory Assessments – Data from these assessments is used to inform future planning. Year 1 undertake a phonics screening assessment, Year 2 and Year 6 carry out the statutory tasks and tests. Data from Foundation Stage, Year1, Year 2 and Year 6 statutory assessments is reported to the Head Teacher, the LA, Rise 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 of both Phonics and Reading occurs both within school and across schools in the area.

## **Monitoring Pupil Attainment**

Pupil attainment in reading and phonics is monitored on a termly basis and trends of progress are noted.

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

### **Equal Opportunities, Equality, SEN**

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.

### **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 eg Soundwrite training and regular Soundwrite update courses.

### **Monitoring and Review**

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



**What books are the children taking home? (What will be seen in their book bags?)**

	Book box book – EYFS/Yr 1 Phonic book.	Reading for pleasure book e.g. Classroom library
<b>EYFS</b>	1	1
<b>KS1</b>	1	1
<b>KS2</b>	1 (if applicable)	Optional
<b>Free Readers</b>	Choice of books to read: classroom library book / school library book/ book from home.	

Soundwrite books are changed every two weeks and are re-read many times for fluency.

**Whole class quality first teaching of reading:**

- Use of VIPERS /ERIC/RIC to ensure coverage of reading strands taught. (Vocabulary/Inference/Prediction/Explain/Retrieval/Sequence(KS1), Summarise(KS2))
- Teaching of vocabulary eg word of the day
- Cross-curricular reading when appropriate usually linked to either prior learning.
- Wide range of genres
- All areas of the reading rope covered eg prediction, sequencing, inference and retrieval.

**Guided reading/Whole Class reading:**

At St Michaels we use both guided reading and whole class reading strategies. From Year 1 each class has a focused class book for English lessons. These books usually last approximately half a term and are used to develop both reading and writing knowledge and skills. In addition to this, guided reading sessions take place in Key Stage 2 each week.