



Reading and Phonics Policy 2020

TMPF
THE MOORLANDS
PRIMARY FEDERATION

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The Importance of Reading

At The Valley Primary School we recognise that reading is an essential life skill that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

Guidelines for the Teaching of Reading

The school identifies two important phases in reading development: *learning to read* and *reading to learn*. Teaching strategies are employed that recognise children's needs in each phase.

Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision. Reading celebrations such as World Book Day and Parent Information Sessions are used to emphasize the importance of reading and encourage children to read at home with their parents.

Teachers use a balanced approach. Teaching activities promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.

A variety of teaching strategies are employed to teach reading both inside and outside the English lesson.

Teaching is embedded within meaningful contexts. Teachers teach children about reading by providing access to a wide range of high quality narrative and non-narrative texts across the curriculum.

Reading scheme material is used in guided reading for children still mastering decoding skills. These texts are supplemented by a broader range of graded reading materials that provide access to different sentence structures, lay-out and styles of writing. Home-school reading materials are drawn from a range of reading schemes.

In our Reception class or Early Years Foundation Stage (EYFS) and Key Stage 1, the children have a reading book which matches their phonetic reading ability and also a shared reader. Once the children are secure in their phonic knowledge, home reading books are levelled to match the TMPF reading level of the children. Whilst allowing the children to choose their own reading books (when appropriate), we ensure that the children have access to a range of genres and reading materials.

Early Years Foundation Stage

Aim: To develop each child's enjoyment of books and their response to a wide range of texts

The children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of books, for example reading left to right, acknowledging the illustrations as an integral part of the story, turning the pages singly etc.

Children build a sight vocabulary from the structured scheme whilst concurrently following the phonics – based Read Write Inc programme. The sight vocabulary is extended so that as they encounter the scheme book, most words are already known and they experience success and pleasure.

IT is used to support reading – online books and phonic resource programmes.

When a child is ready to access the reading scheme a reading book will be taken home along with the child's reading record/ diary. The children share their books with an appropriate adult at least twice a week in school.

Whilst sharing their book with an adult the children will be encouraged to decode unknown words using appropriate strategies. They will also be asked a range of questions relevant to the interest of the child.

Key Stage One

Aim: For our children to be fluent readers by the end of Key Stage 1.

Children build a sight vocabulary from the structured scheme whilst concurrently following the phonics –based Read Write Inc programme. The sight vocabulary is extended so that as they encounter the scheme book, most words are already known and they experience success and pleasure.

IT is used to support reading – online books and phonic resource programmes.

Each child will take home a scheme book and their reading record each day. The children will share their books with an appropriate adult in school at least once a week.

Whilst sharing their book with an adult the children will be encouraged to decode unknown words using appropriate strategies. They will also be asked a range of questions relevant to the interest of the child.

A 'Class Reader' is also used to encourage children's enjoyment of literature. This is read regularly.

Reading Comprehension activities (when appropriate) are planned for weekly within the English lessons and/or Guided Reading sessions.

When appropriate, the children are introduced to reading VIPERS to introduce the key skills of:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequencing

Key Stage Two

Aim: For our children to be independent, confident and competent readers with a love of reading for knowledge and pleasure.

The graded reading scheme is continued at Key Stage 2. A full range of reading genre is offered. Children take a reading book home daily and will read in school daily either through: individual, whole class or shared reading. These reading opportunities will take place across the curriculum and we encourage new vocabulary to be introduced

Reading is taught at Key Stage 2 through a mix of guided reading, whole class reading and individual reading. During all of these approaches, questioning and activities are differentiated.

Reading VIPERS are used to teach the children the key skills of:

- Understanding new vocabulary and how vocabulary is used within a text
- Inference
- Prediction
- Explanation
- Retrieval
- Sequencing and Summarising

The 'Class Reader' is also continued into Key Stage 2 and these are chosen to introduce the children to a range of authors, genres and styles of writing.

Reading comprehension continues to be taught weekly and may cover a wide range of activities including answering questions related to the text, picture, comprehension and rewriting text from a different viewpoint.

Phonics Teaching

At the Valley Primary School, we use The Read, Write Inc. phonics programme. This scheme is introduced in our Early Years Foundation Stage (EYFS) and continued into Year 1. In Year 2, the children move to learn the spelling patterns as laid out in the National Curriculum. Any children who need additional phonics teaching, have this delivered through targeted intervention and this continues into Key Stage 2 as necessary. Teaching focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Children in our EYFS and Key Stage 1 classes receive daily focussed teaching sessions. Regular assessment ensures children who are not working at an appropriate level access intervention groups for regular pre and post teaching of the required set.

Strategies used to teach reading

1. Phonics

The school uses *synthetic phonics* to teach reading; materials from *Read Write Inc* are used.

Phonics teaching will be used to:

These materials provide a rigorous, systematic framework in which to teach children to hear the 44 English speech sounds, blend them together into words and segment words into sounds for writing.

Teachers follow the handbook guidance carefully to organize the teaching sessions; they use partner work, *Fred talk* and *Fred fingers* etc.

2. Individual Reading

At the *learning to read* stage, teachers and support staff listen to children read individually regularly. Children at this stage may not yet be part of a Guided Reading group.

The school actively promotes the support of parents/carers in this process by hearing their child read each evening and recording this in the home-school record.

Texts are chosen from the school's graded reading scheme linked the TMPF assessment system.

Individual reading will be used to:

Teach reading strategies and behaviours at the instructional level of the child;

Provide a context for the teacher to teach high frequency words, decoding skills, use of picture clues and use of context to support prediction;

Provide an opportunity for the child to practise her/his decoding skills;

Explicitly support the child in her/his application of comprehension strategies;

Monitor the comprehension and application of reading skills of the child.

3. Shared Reading

Shared reading will be used to:

Demonstrate how to read a wide variety of different genres and text types.

Demonstrate that reading is a pleasurable experience;

Give access to challenging texts for all pupils;

Provide a secure environment for learning to read;

Provide a context for explicit teaching about reading;

Enable teachers to model the skills and strategies used by effective readers;

4. Guided Reading

Pupils who have learned to decode text are at the *reading to learn* stage. Guided Reading is used as a key teaching strategy for pupils at this stage.

Teachers and Learning Support Assistants will work with each Guided reading group on a weekly basis for one twenty-minute session.

These sessions may be outside the literacy lesson.

Guided reading will be used to:

Teach to the group's learning targets;

Teach reading strategies and behaviours at the instructional level of the group;

Provide an opportunity for pupils to practise their reading skills independently;

Provide a context for pupils to share responses and understanding of different text types and genres with others;

Explicitly support pupils in their application of comprehension strategies;
Monitor the comprehension and application of reading skills of individuals.

5. Independent Reading

Teachers will set reading tasks for pupils that require them to read without teacher support. Some of these tasks might require a written response.

Independent reading will be used to:

Promote enjoyment of reading;

Promote the development of independent learning strategies;

Provide a context for the application of skills and knowledge about reading.

Reading Materials

Reading the highest status at The Valley Primary School and as such the school seeks to provide high quality, interesting and up-to-date resources for teaching reading. It provides:

A reading scheme for pupils who are learning to read:

In EYFS and Key Stage 1 this material is based around the Collins Big Cat Series. These books support the order of phonics teaching which is followed in school (Read, Write Inc Phonics). These books provide a phonetically decodable reading scheme.

Other material is added to broaden the range of sentence structures, genres, grammar that the children are exposed to and to promote a love of reading.

In Key Stage 2, the texts are chosen to provide coverage of a wide range of text types, genres and poetry and to be matched to the ages and maturity of the pupils. Children are encouraged to develop their own reading tastes and to be challenged into trying new types of reading materials. They are expected to learn from what they read; facts and information as well as empathy for characters, situations and dilemmas that they encounter in narrative texts. At this stage, teachers may allow children to bring suitable reading materials from home, especially where they feel that the child has well developed reading tastes and habits.

Children have a reading journal, a wordbook, along with working walls to log useful words and ideas to support their writing. Children are also encouraged to read books from home, in the local library, or online. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience. Children are also encouraged to record when they have read in their own reading record books.

As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills:

- Looking up and locating
- Information Skimming
- Scanning
- Making notes

Comprehension

Reading for comprehension involves work based on the ability to recognise and recall:

Literal –

- Facts
- Main ideas
- Sequence of events
- Comparisons and contrasts
- Character statements and reasons

Authorial –

Analyse, synthesise and organise ideas and information explicitly stated in the text. Explain why a writer has chosen to organise a text in a particular way.

Deductive –

The ability to answer questions where the text does not actually tell us, but we can work out the answer directly from information the text gives us.

Inferential –

Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page

Appreciative –

Be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

Evaluate –

Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

Homework

Children in Key Stage 1 are expected to read at home to an adult for 10 minutes daily- this is recorded within the reading record book and monitored by class teacher.

Children in Key Stage 2 are expected to read at home independently or to an adult for 20 minutes per day, updating their reading record with the number of pages read.

Reading Assessment

Alongside ongoing teacher assessment taken from Guided Reading, Whole Class Reading, Reading Journal activities, comprehension activities etc., termly the children will complete either Headstart/Salford Reading Assessment. These tests produce a standardised score and an age-standardised score. At the end of Key Stage 1 and Key Stage 2 the children will complete the SATs reading papers.

Phonics Assessment

Phonics assessments- using the activities provided within the phonics programme should be recorded on the school's phonics tracker and shared with the School Leader/Trust Literacy Leader/Literacy Coordinator termly. Any children requiring support will be referred to the Phonics Intervention Group for the following term.

Reading is discussed at Parents' Evenings as well as reported to parents and carers in termly reports. Regular parent information sessions are held and at least once a year these will focus on phonics or reading. Parents and carers are also invited into schools for events such as World Book Day and Parent Workshops.

To achieve our aim at both Key Stages we need to:

Expose the children to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts.

Provide a range of reading experiences, individual reading / shared reading / guided reading / class reading / class stories and poetry / use of school and class libraries. Involve parents as much as possible.

Ensure reading is structured and enjoyable.

Use record keeping and assessment to monitor progress.

Provide support for children with Special Educational Needs as appropriate provide stimulating texts which are age related with appropriate graduated vocabulary.

Encourage independence through the development of a variety of skills.

Spelling

Every pupil will be assessed on their understanding of letters, sounds and patterns used in word-building. They will spend five sessions per week working on patterns based on the 'Read, Write Inc. Phonics programme and National Curriculum (EYFS and Key Stage 1), or at least three sessions per week working on the patterns identified in the National Curriculum (Key Stage 2).

In Key stage 2, the 'No-Nonsense Spelling' programme is followed.

Children will be given to opportunity to correct spelling errors within their own work and, when able, the children will use a dictionary to support in spelling unknown words.

All children will have their own spelling dictionary. This will be used to rehearse unknown spellings through the application of known spelling patterns and rules, before asking for an adult for support.

Spelling patterns and spelling displays will be present in all classrooms.

In Key Stage 1 five spellings will be sent home each week for the children to learn.

In Key Stage 2 ten spellings will be sent home each week for the children to learn.

Spelling Assessment

A weekly spelling test will check the children's understanding of the patterns taught that week and regular spelling checks and tests will be carried out over the year to monitor progress. The children's application of spelling when writing will also be assessed.

Assessment information will be shared with all members of staff to support the next steps in planning and to ensure each pupil is given the appropriate levels of support. Where needed, intervention programmes can be put into place to aid the progress of individual children.

Special Educational Needs

Pupils with diverse learning needs are provided for through:

- Bespoke differentiated planning;
- Setting high expectations;
- Providing opportunities for all pupils to achieve;
- Creating effective learning environments;
- Providing equality of opportunity through teaching approaches;
- Setting learning targets;
- Liaison with the School Welfare Coordinator and the development and delivery of appropriate CSPs/ IPs;
- Liaison with outside agencies, e.g. psychological services;
- Appropriate intervention (as set out in the SENDs Code of Practice);
- Allowing pupils access to specialist equipment and approaches where necessary;
- Delivery of intervention programmes;
- Continuous consultation with and involvement of parents;
- Using a range of dyslexia friendly strategies.