

Beaufort Primary School Reading and Phonics Policy

Vision

At Beaufort Primary School we aim to create a stimulating environment in which children are actively encouraged to enjoy books, and are motivated to want to read independently. We strongly believe that pupils should read effectively for different purposes, acquire key phonics skills and understand the rules governing the structure of language.

Phonics and Reading

At Beaufort Primary School, reading is initially taught alongside Letters and Sounds. This 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 different 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 representatives of a sound and how it looks;
- recognise on sight vocabulary identified as 'tricky words'

Foundation Stage

Children will be taught to read in the Foundation Stage using the Letters and Sounds programme of work. Children will be introduced to Letters and Sounds (Phases 1-3) in the Autumn term and throughout the rest of the year, which will give them good foundations for learning to read. The Reception high frequency words will be introduced alongside reading books for children to develop a good sight vocabulary.

Key Stage One

Teachers will continue to build on the children's reading skills further by modelling good reading and continuing to teach the remaining phases from Letters and Sounds. During English lessons children will have the opportunity to do weekly guided reading lessons where teachers can target ability groups for reading and teach specific skills. Children will be introduced to a range of text types including; multicultural stories, poems, rhymes, fairy tales, traditional tales, dictionaries, non fiction texts, picture books and stories by significant authors. Children will be taught how to read for meaning and answer questions about texts looking at characterisation and plot.

Key Stage Two

Teachers are responsible for continuing the phonics programme with the children who need extra support in reading. Children will be given opportunities for personal reading and guided reading. A range of genres will be introduced to older children including autobiographies, letters, diaries, short stories, poems and play scripts. Through shared reading and weekly guided reading sessions, children will be taught how to analyse texts and comment on author creativity. Children will have regular opportunities to read aloud to staff and peers. From this the teacher can monitor mastery of sight vocabulary, application of phonics, development of fluency and expression, knowledge of the structure of language and audience awareness.

Reading Schemes

The core reading scheme is Oxford Reading Tree. This will be supplemented by other schemes to develop children's reading skills. Such schemes include provision to support reluctant readers, higher achieving readers and engaging boys in reading. Books will be chosen at the appropriate level for the children. Children will read at least twice each week to their teacher or teaching assistant (including guided reading). Comments on the children's progress will be noted in a home school diary.

Reading buddies

Children in younger year groups, who need additional support with reading, are given the opportunity to read with a number of trained Year 5/6 children. This opportunity not only helps to develop the child's fluency and understanding of a text, but also allows them to build on their interpersonal and social skills.

Story Time

Texts appropriate to topic work or objectives covered in English lessons are read aloud by the teacher. We believe that giving the children the opportunity to hear an adult/ teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow a teacher to check a child's comprehension, by asking literal and inferential questions, which add deeper understanding of the plot and themes of the story, also increasing their vocabulary.

Special Educational Needs (SEN)

Reading has been prioritised within SEN provision. Identified children are withdrawn to receive extra phonics support and programmes of work. Progress of groups are monitored termly and targets are identified for IEPs.

Extending Reading beyond the classroom

Reading workshops are planned in all year groups where parents/carers are invited into school to learn different techniques to encourage and move their child's reading forward. Leaflets and information on the school website are also provided to parents informing them of ways in which they can develop their child's reading as well as their understanding of Phonics. Reading clubs take place after school to support readers in both key stages. In Early Years, parents/carers are invited to attend drop in sessions where they have the opportunity to work alongside their children on a range of activities.

Children are rewarded for reading at home and parents/carers are reminded of the importance of listening to their child read through texts and newsletters. Children are encouraged to read at home at least three times a week and to complete their home/school reading diary.

The school also promotes reading through a range of activities including topic work, book weeks and library visits.

Review

This policy will be reviewed in Spring term 2015