

Beaufort Primary School

Reading and Phonics Policy



At Beaufort Primary School we aim to create a stimulating environment where pupils are actively encouraged to enjoy books by reading for pleasure, and are motivated to read independently. We strongly believe that pupils should read effectively for different purposes, acquire key phonic skills and understand the rules governing the structure of language. Additionally, we recognise that the ability to read fluently and to understand what they have read are essential in order to support pupils' work in all subjects across the curriculum.

Aims

The aim for Reading in the National Curriculum is to promote high standards. We believe that our Reading and Phonics policy should:

- Establish an entitlement for all pupils;
- Establish expectations for staff;
- Promote continuity and coherence throughout the school.

The importance of Reading and Phonics

The National Curriculum (2014) states that: 'Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. Pupils should be taught to read easily, fluently and with good understanding and develop the habit of reading widely and often, for both pleasure and information.'

At Beaufort Primary School we teach phonics using Letters and Sounds. This promotes strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme pupils are 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'

Whenever possible, staff use books and novels to support the teaching of reading.

Early Years Foundation Stage

Pupils are taught to read in the Foundation Stage using the Letters and Sounds programme of work. In Foundation Stage 1 pupils are introduced to Phase 1 of Letters and Sounds and then move onto the following phases during their time in EYFS. This provides them with good foundations for learning to read. The Reception high frequency words and Oxford

Reading Tree stage words are introduced alongside reading books for pupils to develop a good sight vocabulary.

Key Stage One

Teachers continue to build on the pupils' reading skills further by modelling good reading and continuing to teach the remaining phases from Letters and Sounds. Pupils are streamed by their phonic ability to ensure pace and progress in delivering the phases. During English lessons pupils receive weekly guided reading lessons where teachers target ability groups for reading and teach specific skills. Pupils are introduced to a range of text types including: fairy tales, traditional tales, multicultural stories, poems, rhymes, dictionaries, non-fiction texts, picture books and stories by significant authors. Pupils are 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 pupils who need extra support in reading. Pupils are given opportunities for personal reading and guided reading. A range of genres are introduced to older children including autobiographies, letters, diaries, short stories, poems and play scripts. Through shared reading and weekly guided reading sessions, pupils are taught how to analyse texts and comment on author creativity. Pupils have regular opportunities to read aloud to staff and peers. From this, teachers 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 is supplemented by other schemes to develop pupils' reading skills. Such schemes include provision to support reluctant readers, higher achieving readers and engaging boys in reading. Books are chosen at the appropriate level for each individual pupil. Pupils read at least twice each week to their teacher or teaching assistant (including guided reading). Pupils' progress is noted in a home school diary and parents/carers are also actively encouraged to make comments in the diary.

Story Time

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

Reading Buddies

Pupils in Y1, Y2 and Y3, who need additional support with reading, are given the opportunity to read with a number of trained Year 5/6 pupils. This opportunity not only helps to develop the pupils' fluency and understanding of a text, but also allows them to build on their interpersonal and social skills.

Extending Reading beyond the classroom

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. Pupils are rewarded for reading at home and parents/carers are reminded of the importance of listening to their child read through texts and newsletters. Rewards for reading at home include weekly Golden Time. Golden Time is where pupils are encouraged to read at home to an adult at least three times a week and to have their home/school reading diary completed; this results in pupils being allowed to attend a weekly Golden Time activity of their choice. The school also promotes reading through a range of activities including topic work, book weeks and library visits.

Assessment

Each half term pupils complete a summative Reading assessment. These assessments, together with ongoing formative teacher assessment, are used to analyse gaps in learning in order to inform future planning. At the end of Year 1, pupils undertake a Phonics Screening Check and at the end of each Key Stage, pupils in Y2 and Y6 undertake Reading SATs assessments.

Monitoring and Evaluation

This will be undertaken on an on-going basis. The English co-ordinators will carry out regular planning and work scrutinies to ensure reading and phonics are planned for, taught and assessed regularly and systematically.

Policy written by English co-ordinators Helen Hutchison and Lucy Mills (March 2017)
Policy review date March 2019