



WORTHAM PRIMARY SCHOOL

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Early Reading & Phonics Policy Document

	Date	Signed
Agreed by Governors	Nov 2021	Chair of Governors Jeanne Jenkins
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Wortham Primary School
Early Reading & Phonics Policy

VISION AND AIMS:

At Wortham Primary school we place a high importance on children developing a life-long love of reading. This journey begins as soon as they start school. Our vision is for all children, no matter their starting point, to have the key skills needed to be able to decode texts and to do so with confidence. Alongside this, we aim for all our children to develop an understanding of the books they encounter and gain fulfilment from these experiences.

STATUTORY REQUIREMENTS:

The statutory requirements for the teaching and learning of English are set out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Early Years Foundation Profile (2012).

TEACHING AND LEARNING

PHONICS:

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use the sounds that distinguish one word from another in the English language. Children learn the skills of decoding and blending graphemes to read words and segmenting phonemes to spell words.

To teach phonics, we have recently begun to use a government approved scheme called 'Bug Club Phonics' from Pearson. This phonics programme is a comprehensive, systematic, synthetic phonics programme designed to build children's confidence and enjoyment of reading at the very start of the reading journey.

Please see Appendix 1 for a glossary of terms.

APPROACHES USED TO TEACH EARLY READING & PHONICS:

EYFS & YEAR 1

- Daily phonics sessions are used to teach the acquisition of early reading skills.
- Children in Reception begin our structured reading scheme which consists of a range of phonetically decodable fiction and non-fiction books. Teachers ensure each child's reading book is carefully matched to their phonics ability.
- In addition to their phonics reading book, children also take home a 'Reading for Enjoyment' book. These are books which we have carefully selected based on reading lists provided by the Centre for Literacy in Primary Education' (CLPE). We ask parents to read these books to their child and to encourage their child to join in with the repetitive phrases or rhyming words they include with the aim of the child being able to read most of the book themselves by the end of a week.
- Children read 1:1 with a teacher or TA and are supported to apply their phonic skills.
- Tricky words (non-decodable) are taught in phonic sessions and reinforced in continuous provision, guided reading and when hearing individuals read.
- A language rich environment provides the children with a range of opportunities to read. Reading corners and designated spaces, allow children to read and share books together. Often adults sit in the reading areas to model and share their love of reading with the children too.
- Daily whole class sessions where an adult shares a book with all the children. The aim of these sessions is to expose children to a wide range of children's literature, to promote their enjoyment of reading and to develop their comprehension skills.
- Every week the children visit the school library to choose a book to read for pleasure which can be taken home to share.
- Children begin to take part in guided reading sessions in year 1 and share books together and practice skills such as decoding and comprehension.

Year 2

- Children complete the 'Bug Club Phonics' programme during the autumn term of year 2. We recap previous learning and move onto Phase 6 of the programme.
- Children continue to follow our structured reading scheme and also take home a 'Reading for Enjoyment' book until they reach Stage 6.
- Weekly guided reading sessions take place to develop children's reading & comprehension skills. These sessions are organised as 'whole class reading'. Children will share, discuss and answer comprehension questions about the same text. Questions aim to develop a range of comprehension skills and include: retrieval, inference, prediction, summarising/sequencing and authors intent.
- We believe that children must be exposed to a range of high order vocabulary and therefore reviewing and learning new vocabulary is a key part of each guided reading session.
- Children are immersed in a language rich classroom environment with designated areas for books and reading information.
- We have a class novel that they read as a whole class. Adults regularly read the chosen book to the children and the love of reading is shared together.

- Each class has a regular 'book auction'. This is when a selection of high-quality books are presented to the children and they can auction/vote for which book they want to 'win' and to take home to read. Once they have finished the book, they return it to the auction for other children to 'win'.
- Every week the children visit the school library to choose a book to read for pleasure which can be taken home to share. The school library has a range of fiction and non-fiction reading materials which is regularly updated.

During the year we also aim to provide the children with enriching experiences and opportunities to inspire them to develop a love of reading. These experiences include story tellers and authors visiting the children, celebrating World Book Day, book fayres, reading competitions and after school 'book clubs'.

ASSESSMENT OF EARLY READING:

EYFS:

- On entry baseline assessment of Communication and Language and Literacy.
- Observations throughout the year recorded on Tapestry.
- Regular assessment of children's phonic ability, using the end of phase assessments from Bug Club Phonics.
- Termly assessment against areas of the Early Years Profile are recorded and tracked.
- End of year assessment to assess if children have met the Early Learning Goals set out in the Early Years Profile.

YEAR 1 & YEAR 2:

Formative Assessment: –

Teachers use 'assessment for learning' to ensure that planning and activities for children to complete build upon children's existing knowledge. It is used to assess how children are progressing in every session so that support and challenge can be given immediately to ensure all pupils make progress. Teachers will use a variety of formative assessment strategies during lessons which include:

- Providing a clear learning objective and success criteria in the form of 'good, better, best' or a checklist at the start guided reading sessions.
- Giving verbal feedback to individuals during the lesson.
- Marking children's books with regular next steps when appropriate.
- Peer and self-assessments.

Summative Assessment: -

Summative assessment is the 'assessment of the learning' that has taken place and usually consists of an independent assessment or test.

- Regular assessment of children's phonic ability, using the end of phase assessments from Bug Club Phonics.
- Year 1 will have a Phonics Screening Check at the end of the year. Year 1 are primarily assessed through teacher assessments.
- Year 1 will also have their word reading and comprehension assessed using Salford Reading and PIRA.

Children are assessed from year 2 onwards using the following assessments:

- Any children, who did not pass their phonics screening assessment in year 1, will retake this at the end of year 2.
- At the end of each term the children have assessments in Reading using PIRA
- Those who are on our monitoring or SEND register will continue to have their reading age assessed using Salford Reading.
- Year 2 SATS in Reading take place in May/ June. The results of these are used to help inform the teacher's assessments. Writing assessment at the end of year 2 is teacher assessment only.

Please note that assessments are made under the conditions which children would normally work under. Therefore if children require extra time to complete assessments; need materials adapted or work need in a quiet space, these adjustments are made.

SUPPORTING CHILDREN WITH A SPECIAL EDUCATIONAL NEED OR DISABILITY (SEND)

All children receive 'Quality First Teaching'. English lessons are planned and differentiation effectively so that all the children are not only supported in their learning but are also given the appropriate challenge to enable them to make progress. Appropriate and reasonable adjustments are made to how the curriculum is delivered and the resources provided so that children who have a special educational need or disability can continue to access the curriculum. Children with SEND will have a 'Pupil Passport' which details the interventions and additional support the child is receiving for English, if required for this curriculum area.

INTERVENTIONS:

When a child is identified as needing extra support, we have the following intervention programmes and resources to use to support the child in their learning. These include: Ginger Bear, Early Literacy Support (ELS), Dancing Bears and Toe by Toe. We also have time each week for small group interventions with our SENCo. These are planned to specifically meet the needs of the individual child or group.

PARENT INVOLVEMENT

We encourage parents to be actively involved in their child's learning journey. We invite parents into school for 'Share Days' where they, or other family members, can come and join in with their child's learning. We also invite parents into school to hear children read, hold parent information evenings and include information about what their child will be learning on the school website. We also ask parents to support their child at home by hearing them read and to learn their weekly spellings. Teachers formally report to parents about their child's reading and writing attainment and progress three times a year in the form of parents' evenings and reports.

STAFF DEVELOPMENT (CPD)

Staff are supported by the subject leader in developing their practice and subject knowledge. A variety of courses are provided for staff to attend through a range of training providers, internally within school within our MAT. All teachers take part in internal moderation of their reading and writing assessments. Teachers also take part in external writing moderation with other schools.

MONITORING AND EVALUATION / ROLE OF THE SUBJECT LEADER

English is monitored by the subject leader, governors and by the Head teacher. At the beginning of the year key priorities for English are identified using the School Development Plan and an action plan is formulated to address them. Throughout the year the subject leader, along with governors use this action plan to form any monitoring activities which include; planning and book analysis, learning walks and pupil perceptions. Throughout the year the impact of any actions taken place is evaluated and at the end of the year a subject health check is performed to identify areas of development and success.

The English subject leader is also responsible for:

- Providing leadership and vision
- Monitoring the delivery of the curriculum, including the use of the 'Key Strategies for Teaching Reading and Writing'
- Supporting staff in their planning and implementation of the National Curriculum and in assessing the progress of their children.
- Purchasing and maintaining resources
- Reviewing the English policy
- Keeping up to date with any developments in the English curriculum and assessment of English
- Supporting staff in the teaching and learning of English.
- Maintaining a file of evidence, recording a range of English activities throughout the school.
- Organising key events.