



We Achieve, We Believe, We Care

Crowton Christ Church Primary School

Reading and Phonics - Intent, Implementation and Impact September 2021

This document should be read in conjunction with the English Policy and Handwriting Policy.

Intent

Reading and phonics are a priority for all at Crowton Christ Church and reading is a key driver for our curriculum. Therefore, our small staff team work closely together to ensure coverage and progression and discuss individual children's needs. It is our intention to ensure that by the end of their primary education, all pupils can read fluently, and with confidence, in any subject so they can be lifelong readers. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to: - Develop knowledge of themselves and the world in which they live; - to establish an appreciation and love of reading; - to gain knowledge across the curriculum, and - to develop their comprehension skills. We are committed to providing vocabulary rich reading material across the curriculum. To each individual reading matters emotionally, culturally and educationally.

Implementation through School

Reception

Children are assessed within the first week to find out if they are reading or know any sounds and if so at what level. We assess their listening skills and how they are linking letters and sounds together. Once a correct level is found the children start to take books home and begin individual reading and guided reading with the teacher or teaching assistant.

Children usually start at the equivalent of Phase 2 of Letters and Sounds and progress through to stage 3 and 4 in Reception. Children learn grapheme-phoneme correspondences and to segment and blend. Common exception words are also taught directly. Differentiated groups are used if necessary. Phonics is taught directly and daily with a systematic approach. A Revisit, teach, practise and apply format is used. Children's books for home reading and guided reading are linked with the phonics that they are studying during lessons and give more practise for the children of the sound they are learning. For children who are reading with greater confidence they can choose from a wider book range that are levelled and selected by the teacher for the appropriate content to improve and practise their reading skills.

Children have their own reading diaries where parents are encouraged to write down comments about their child's reading at home. Advice to parents for reading and phonics is given in this diary and on the school website. This is also an excellent resource for teachers and parents to communicate and liaise about children's learning and progress. This is particularly useful for children who travel on the school bus and therefore parents are not seen at school daily. Staff are always available in the morning meet and greet time to support parents with questions about reading and phonics.

Children in Reception have one to two guided reads and two individual reads per week unless daily reading (to give more support) is required. Books are matched to their current phonics learning. Parents are encouraged to share reading at home daily.

Reception children are constantly assessed in all areas of the EYFSP and the teacher updates their profile regularly.

Books (Fiction, Non-Fiction, Flap, Board books, Comics etc.) are available in all areas of the classroom and stories and reading can and does happen at any time in the day. Children can browse books at any time, revisit the ones the teacher has read and borrow books to take home. A tent is part of the provision for children who prefer to look at books in a quieter area. The class teacher ensures a story time occurs daily (sometimes twice a day) where the adult also includes phonics and songs.

Each week the class has a book of the week chosen by a child. Children also take home a weekly library book they have chosen to share for pleasure with their family.

Year 1

As Year 1 is taught in a mixed age class with Reception, please see above.

Children continue to read phonics-based books as they continue through the equivalent phases of Letters and Sounds. Twinkl is also used to support phonics.

As well as the reading, handwriting is linked to the children's phonics work as well as comprehension and guided reading.

As in Reception children have their own reading diaries where parents are encouraged to write down comments about their child's reading at home. They choose a library book for home to read and share for pleasure.

Children in Year 1 who need extra support with their reading have daily guided reading and additional phonics sessions as needed and daily individual reads, other children in the class have one or two guided reads and one or two individual reads.

In Year 1 children are assessed in reading using the age-related expectations and PM Benchmarking - if needed. Progress is tracked and the teacher, assessment co-ordinator and head teacher review their achievement, if children are not making adequate progress a learning plan is put into place.

A phonics screen is taken by Year 1 in early June. It is our aim that all pupils will meet the criteria for the screen. Pupils who do not meet the screening requirements are given additional support at the end of year 1 and into year 2.

Parents can find support ideas for reading on the website or from the teacher.

Home Learning in year 1 also includes phonics practise and parents are encouraged to hear their child read daily and share stories with them daily.

All teachers have access to PM Benchmark, a reading comprehension test. If children show they are decoding words and showing less understanding in comprehension skills this test can help teachers refine their assessments and give them an approximate reading age.

Year 2

Children move through the banded fiction and non-fiction books and are regularly assessed to make sure they are reading at the appropriate level.

Children take part in ERIC (everyone reading in class) every day where they either participate in guided reading with the teacher, read individually, complete a comprehension task or game or select books of their choice to read for pleasure.

Any children not on track to reach age related expectations may need more support in guided reading. Children needing further help are listened to twice a week in both individual and guided sessions.

Children have their own reading diaries where parents are encouraged to write down comments about their child's reading at home. This is also an excellent resource for teachers and parents to communicate and liaise about their learning and progress. Towards the end of Year 2 children are encouraged to take more control over their reading and write in their own comments ready for when they start to fill in reading journals in Years 3-6.

Phonics is taught daily. The first few weeks of the Autumn term are spent on a phase 5 recap/revision before moving on to the equivalent of phase 6. Twinkl is used. Any pupil who needs additional support (from not meeting the phonics screen in year 1) or from the Year 2 phonics content is given support by the class teacher.

Library books are borrowed to take home for reading for pleasure with their families.

In Year 2 statutory assessments in Reading take place in the summer term.

Staff understand that phonics requires direct instruction and all pupils need to crack the phonics code.

Year 3 and Year 4

Children in Year 3 and 4 continue to read levelled/banded books found in their classroom. The class teacher may need to provide books from KS1 or Class 4 for less or abler children.

Children are assessed in September and guided reading groups are organised. For reading children take part in daily ERIC. This is a carousel of activities including comprehension (summarising, predicting, questioning, vocabulary, retrieving, inferring, visualising, connecting) and reading for pleasure or reading with the teacher.

Children have their own reading journal where they keep a record of the books they have read and write reviews.

Those children who are reading below expectations and those who need extra phonics work read up to four times either individually or in guided groups. We use CODE to provide continued phonics teaching for the lowest % if needed.

A class story is read.

Year 5 and 6

Class 4 have guided reading, a reading journal task, quiet reading or a reading comprehension task timetabled each day. Children who need extra support have more guided sessions and are assisted in their choice of books. All children are assessed in September and then read books from the appropriate book band.

Children working at age related expectations or above have their own reading journals where tasks are given to show how well they have comprehended the story/books and they keep a record of what the child has been reading.

Children are assessed three times a year using schools tracking system, reading tests and or SATs papers so the children get used to the format of questioning.

A class story is also read. The free choice of books results in pupils reading for pleasure.

Impact

All pupils to meet the Year 1 Phonics screen.

All children in Year 3 and above will be able to read age-appropriate books

Teachers and all Staff instil in children a love of literature by talking 'reading' with children.

There is a well organised system for teaching reading throughout school monitored by SLT.

Children love to read and can speak confidently about their favourite stories.

T L Bramwell - English Coordinator September 2021

To be reviewed September 2023