Reading and Phonics Policy

Ravensden CE Primary Academy

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Statement of intent

Ravensden CE Primary Academy understands the importance of reading in the process of developing pupils into independent learners. Reading is central to our ability to understand, interpret and communicate with one another.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, to enrich and support the curriculum
- To deliver high quality, systematic teaching of phonics for accelerated progression in reading and spelling.
- To establish a consistent approach to phonics that ensures progression and continuity throughout the school.

Implementation

At Ravensden CE Primary Academy, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following.

- Daily phonics lessons in EYFS and KS1, as well as intervention programmes for pupils who need extra support. Each group is led and taught by a RWI trained member of staff. During every session, the teacher delivers content appropriate to the group's reading level.
- At Ravensden, we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.
- We have a wide range of reading books in our school. Children learning phonics using RWI take home books linked with the scheme, while other pupils choose a reading book to take home. Reading books are changed regularly.
- Children take part in regular Guided Reading lessons in KS1 (linked with RWI) and daily lessons in KS2, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- Across all age phases the children are exposed to high quality texts linked with their project work
- Pupils are read to each day by their class teacher. This could be a book that is linked with the class project, a recommendation by the teacher or pupil.
- Each classroom has a selection of books linked with the class project. This offers opportunities for the children to apply their reading skills across the curriculum.

- To promote reading for pleasure, all our classrooms provide a rich print environment with displays of books linked with the class project. All classes have a dedicated reading area that will appeal to children of all abilities and encourage and motivate them to read. This helps develop reading enthusiasm by providing the children with a comfortable and relaxing area where a wide variety of books can be shared and enjoyed. The books are updated or changed when possible to maintain the children's interest.

- Extra Support Well planned intervention sessions following the RWI catch up and Fresh Start intervention programs, are used in all year groups where needed. The children who did not complete the RWI phonics program in KS1 continue to access phonic sessions in small groups in Year 3 and Year 4. Children who are not working at the expected level for their year group read frequently. Pupil Progress Meetings identify children who may be in need of further reading intervention and the most effective interventions are discussed within these meetings.

- We expect and encourage families at home to listen to their child read daily and also read to them regularly.
- Workshops for Parents are provided to promote reading and phonic skills, as well as useful information on our website and video links to useful clips

In addition to regular Teacher Assessment, teachers plan time for children to be assessed using the PIRA assessment papers each term and National Curriculum past papers in Year 2 and Year 6. These regular assessments inform planning and allow teachers to identify any gaps in learning.

Read Write Inc Lead also completes regular Read Write Inc. assessments and plot children onto a tracking grid on the Ruth Miskin portal, which ensures children are grouped appropriately in phonics.

Impact

By the time children leave Ravensden they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage

2. Roles and responsibilities

The Trust and governing board will be responsible for:

- Ensuring a broad and balanced reading curriculum is implemented in the school.
- Ensuring the school's reading curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's reading curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the reading curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching reading.

The English and Early Reading (Read Write Inc) leads will be responsible for:

- Leading on the school's approach to reading and curriculum coverage
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.

Teachers will be responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with the English lead about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents and providing data for the English lead each term and Early Reading Lead every half term
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach reading skills.

3. EYFS

All pupils within the EYFS will be taught to develop their reading skills as an integral part of the project work covered during the academic year.

All reading objectives will be underpinned by the early learning goals (ELGs) that pupils should have attained by the end of the EYFS.

In accordance with the comprehension ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.

In accordance with the word reading ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- Say a sound for each letter in the alphabet and at least 10 diagraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

4. The curriculum

All pupils within KS1 and KS2 will be taught reading in line with the requirements of the English national curriculum.

In **Year 1**, pupils will be taught to:

Word reading

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in reading.

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
    - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.
    - Being encouraged to link what they read or hear to their own experiences.

- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.

- Understand the books they can already read accurately and fluently, and those they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read, and correct inaccurate reading.
  - Discussing the significance of the title and events.
  - Making inferences on the basis of what is being said and done.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

In **Year 2**, pupils will be taught to:

Word reading

- Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
  - Discussing the sequence of events in books and how items of information are related.
  - Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.
  - Being introduced to non-fiction books that are structured in different ways.
  - Recognising simple recurring literary language in stories and poetry.

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

- Understand the books that they can already read accurately and fluently, and those that they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read, and correcting inaccurate reading.
  - Making inferences on the basis of what is being said and done.
  - Answering and asking questions.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

In **Years 3 and 4**, pupils will be taught to:

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- Develop positive attitudes to reading, and an understanding of what they read, by:
  Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Using dictionaries to check the meaning of words that they have read.
  - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
  - Identifying themes and conventions in a wide range of books.
  - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
  - Discussing words and phrases that capture the reader's interest and imagination.
  - Recognising some different forms of poetry, e.g. free verse, narrative poetry.
- Understand what they read, in books they can read independently, by:
  - Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.

- Asking questions to improve their understanding of a text.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Identifying how language, structure, and presentation contribute to meaning.

- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

In **Years 5 and 6**, pupils will be taught to:

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

Comprehension

- Maintain positive attitudes to reading and an understanding of what they read by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
  - Recommending books that they have read to their peers, giving reasons for their choices.
  - Identifying and discussing themes and conventions in and across a wide range of writing.
  - Making comparisons within and across books.
  - Learning a wider range of poetry by heart.
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
  - Asking questions to improve their understanding.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.

- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

5. Planning

The school will create long-term, medium-term and short-term plans for the delivery of the reading curriculum – these are as follows:

- Long-term: includes the topics studied in each term during the key stage
- Medium-term: includes the details of work studied each term
- Short-term: includes the details of work studied during each lesson

The English lead will remain responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers will remain responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

All relevant staff members will be briefed on the school's planning procedures as part of their staff training.

In the school, reading will be taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

Teachers will follow the school's reading curriculum when planning relevant lessons. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

6. Assessment and reporting

Pupils' reading ability will be assessed in line with the school's Primary Assessment Policy.

The EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. The progress and development of pupils within the EYFS is assessed against the ELGs outlined in the 'Statutory framework for the early years foundation stage'.

Formative and summative assessments will take place throughout the year to assess pupils' progress and attainment in reading and to identify support required. Pupils' reading will also be assessed during the relevant statutory assessments.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards reading and understanding of the key concepts.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.

7. Equal opportunities

Ravensden Primary will actively encourage all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which are used.

The Academy will ensure that all pupils have equal access to the reading curriculum, in line with the Pupil Equality, Equity, Diversity and Inclusion Policy.

The English lead and teachers will ensure reading activities are adapted as appropriate to ensure all pupils can access the curriculum.

8. Additional reading activities

Alongside the set reading curriculum, the school ensures pupils are able to take part in a range of other reading activities, including the following:

- Visits to local libraries
- Celebration of reading-based awareness days, such as World Book Day
- Reading-based extra-curricular activities

Reading at home

Parental involvement and encouragement plays a crucial part in pupils' reading development and the school will promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters, diaries, and curriculum evenings.
- Giving pupils a book to read at home each day to further the skills they have learned during guided reading.
- Encouraging parents to make notes in the pupils' diaries about reading progress made at home.

Pupils are encouraged to read at home through the following methods:

- After school meetings with parents
- Book swaps
- Notifications for parents informing them of their child's progress

9. Monitoring and review

This policy will be reviewed on an annual basis by the English lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff and other key stakeholders.

The next scheduled review of this policy is **September 2024**.