

Pensans CP School



Reading and Phonics Policy

Reviewed on: September 2016
Next Review Date: September 2018

English Policy 2016

English encompasses the acquisition of spoken language, word reading, comprehension, transcription, handwriting, composition & vocabulary, grammar and punctuation.

Reading Rationale

We aim to deliver an immersive, thought-provoking and engaging approach to reading throughout all key stages in Pensans. Our aim is ensure we have fluent readers by the age of 7 who are able to tackle challenging texts and answer simple and inference based questions on what they have read. The wider picture is to ensure that children develop a love of reading for life!

Aims and Objectives for Reading across the School

Early Years Foundation Stage

EYFS children should be taught how to care and respect for their books, take part in shared/ guided reading sessions to foster a love of reading and begin to use their own phonics knowledge to decode books at their own level. Children should be scaffolded to take part in oral comprehension questions based around well-known texts.

By the end of foundation stage all children who have met the **expected standard** are expected to :

- Read to at least Yellow band
- Be able to read the first 30 high-frequency (red) words
- To be able to blend and segment a CVC/CVCC word confidently
- To be **secure** in set 2 of 'Read, Write, Inc' and be able to apply this knowledge to their reading
- To show an understanding of story elements including main characters, sequence of events and features of a fiction text.
- To be interested, motivated and excited to read.

Key Stage One

KS1 children should be taught how to continue their passion for reading by being introduced to a wider range of texts inclusion fiction and non-fiction. They should be further exposed to a wide variety of genres and types of writing including fairytales, fantasy texts, letters, information texts, recounts and poetry. Children within this key stage should begin to take part in guided reading sessions and be taught the skills of written; as well as, oral comprehension.

By the end of KS1 all children who have met the **expected standard** are expected to :

- To leave KS1 as a free reader, or at least gold band without support
- Be able to read the first 200 high-frequency (red) words
- To be understand and be able to apply alternative graphemes when spelling

- To be **secure** in set 3 of 'Read, Write, Inc' and be able to apply this knowledge to their reading
- To have a clear understanding of text types and genres including the difference between fiction and non-fiction texts.
- To be able to decipher inference in texts and write comprehension responses with clarity while being able to refer to key information they have read.

Key Stage Two

By the end of KS2 all children who have met the **expected standard** are expected to :

Teaching Reading through Phonics

Phonics is taught through the Read-Write-Inc scheme (RWI) first developed by Ruth Miskin this allows children to be taught the relevant grapheme-phoneme correspondence (GPC) linked to a fun, snappy phonic phrase that helps children to decipher the correct grapheme to use when writing a word.

eg. **ay-may I play** as opposed to **ai- snail in the rain**

Phonics in Early Years Foundation Stage

Phonics is taught daily across the key stage with a discrete 25 minute session. Children are grouped for phonics into ability groupings which are fluid and dynamic. Phonics acquisition is taught by splitting the phonetic sounds into 3 distinct sets (set 1, set 2 & set 3)

Both teachers and TA's receive up-to-date training to deliver a high-quality phonics session that meets the requirements for quality RWI phonics.

A typical session sees is made up of the following components:

- **Review and Revisit** previous knowledge (through use of speed sound set flashcards)
- **Hear it- Say it** (taught through the use of green words)
- **Read it- Blend it** (with use of 'Freddy Frog' the phoneme blender)
- **Hear it-Write it** (children taught to segment a word before writing ignored to identify each individual syllable)
- **Application** (children must be given a simple sentence in order to demonstrate they are applying their phonetic knowledge)

RWI planning does not contain the teaching of high-frequency words (**red words**) this **must be done discreetly and included within every session**.

High frequency words are taught in order as reference in Appendix 1.

Children who have met the expected level for phonics at the end of EYFS should be secure with set 2.

Phonics within Key Stage One

Phonics is taught daily across the key stage with discrete 20 minute sessions. Children remain grouped for ability to ensure they are being taught at an appropriate level of challenge. These groups are dynamic and fluid children can freely move between these groups to match their level of need.

Phonic sessions continue to follow the RWI format structure of (Review and revisit; Hear it and say it; Read it and blend it; Hear it and Write it and Application)

High Frequency (red) words continue to be taught alongside phonics in every session.

To ensure application is monitored phonics tests take place every **Friday**. Children are tested on their phonetic knowledge as well as their ability to spell words that do not fit the phonetic rule (red words).

Children who have met the expected level for phonics at the end of KS1 should be secure with set 3 and should have a secure working knowledge of past/present tenses including singular and plural markers.

Phonics at the end of Year 1 will be assessed through the use of the Year 1 Phonics Screening Check in June. Children who meet or exceed the pass mark (released each year by the government) will be considered to be on track to meet the expected standard at the end of Key Stage 1.

Phonics within Key Stage Two

Phonics within KS2 is not taught discreetly and will form part of the process of intervention if deemed appropriate by the phase leader.

Any child who did not meet the expected standard within the Year 2 re-test of the phonics screening check should automatically be considered for a phonics intervention.

It is acknowledged however, that at this stage, an alternative intervention might be considered. For example, Precision teach could be used as an alternative to a phonics intervention if it is felt that is more appropriate for an individual child who is still considered to be working towards the expected standard.

Children identified as not yet meeting the expected requirement in Reading (Emerging)

Off-track children will be identified through use of teacher assessment and the use of our half-termly checkpoint analysis using ScholarPack. Any child identified as being off-track must be 'flagged' to their class teacher by the phase leader and an appropriate plan of action must be identified.

Current Interventions in place to support children 'at-risk' of not meeting the expected standard

Reading University

Is a intensive, daily intervention focused on children who are considered to be 'at-risk' of not meeting the expected standard. It is primarily aimed at ages 5 and 6 year olds. It involves a short series of one-to-one lessons for 30 minutes every day with a specially trained teacher. The programme is different for every child, starting from what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning.

It is proposed that children will meet the expected levels of achievement within 20 weeks. Reading University is strictly timetabled and overseen by a trained teacher. A waiting list of children is collated by the phase leader to be considered for future intervention.

Precision Teach

This targeted and 1:1 session can also be considered as a viable option for children who fall into the 'at-risk' category. It involves a daily 10-15 minute session consisting of a 1 minute assessment of word recall using the device of 'probes'.

Children's progress must be tracked daily with the use of a line graph. Probes are assessed over a period of 8 days. All children must be reviewed after 12 weeks.

Precision teach training is overseen by the Education Psychology Department; although professionals who have already received this training are able to support other members of staff who are new to this approach in its delivery.

In-Class Small group Intervention

At-risk children may also be considered for small group-based interventions that can be run alongside first-class teaching. Individual class teachers make decisions based on what each intervention needs to focus on and who is to run this.