**Reading and Phonics**

**POLICY**



**January 2018**

MISSION STATEMENT

The Holy Name Primary School is a voluntary aided, inclusive, Roman Catholic School serving the children of the Our Lady’s with St Alphonsus and neighbouring parishes.

The school exists to help the Catholic Community fulfil the promise made to each child when welcomed in Baptism by the promotion of Catholic values in school. This is undertaken in partnership within the home and parish.

Recognising the variety of children’s backgrounds, the Governors and staff seek to be sensitive to and cater for their individual needs. We work to create a safe and secure environment with consistency, tolerance and generosity of time for all members of our school community.

We emphasise the positive aspects of all parts of school life, teaching the children about their value and worth and at the same time having high expectations in relation to academic and personal development.

**Phonics and Reading Policy**

**Aims**

* To enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
* To establish consistent practice, progression and continuity in the teaching and
* Learning of phonics and spelling throughout the school.
* To differentiate phonics and spelling work according to the needs of pupils, so that
* All pupils are given sufficient challenge at a level at which they can experience success.
* To give children word work strategies that will enable them to become fluent readers and confident writers.

**Approach to Phonics**

We will follow the Letters and Sounds principles and practice of high quality phonics. The six phases of the Letters and Sounds document provides a structure for the teachers to follow and plan children’s progression. The teachers carefully adapt their planning to meet the needs of the children within their group. The teacher’s individual assessment of individual children will inform the rate at which the children are able to progress through the phrases and adapt their pace accordingly. High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text. Children need to acquire secure and automatic decoding skills and progress from ‘learning to read’ to ‘reading to learn’ for purpose and pleasure. The ultimate goal of learning to read is comprehension.

**Early Years Foundation Stage**

Nursery will introduce Phase 1 phonics through small focused groups and activities. Here they will become tuned into sounds around them and learn to use them. Children carry out rhyming activities using objects and songs. When appropriate, the practitioners will then introduce the initial sounds from Phase 2.The children will also work on oral blending skills in preparation for early reading.

Reception children will be taught Phase 2 Phase 3 and Phase 4 phonics. Here children are taught to decode words and to use sound knowledge to read and write words and sentences. A focus on real and alien words is placed to help children to segment and blend words. Children read and write the tricky words which are demonstrated within the learning environment. The phonics sessions will last 20 minutes and there are also enhanced phonic activities within the indoor and outdoor environment available for the children to explore independently throughout the day.

Children practise their reading with Oxford Reading Tree and New Way reading schemes.

Parents are expected to hear their child read every night and children read at school with a teacher at least once a week.

**Key Stage 1**

In Key Stage 1 children are streamed into high quality, phased phonics groups, informed by their half-termly assessments. They meet on a daily basis for 25 minutes and though phonics is taught as a discrete lesson, children have the opportunity to consolidate their learning through the continuous provision and literacy lessons in the classroom. Children are expected to complete Phase 4 and Phase 5 during Year 1 in order to meet the requirements of the phonic screening check. Children that do not meet these requirements receive one to one Sound Check sessions Year 2 is used to consolidated understanding of all sounds taught to and including Phase 5 and to teach Phase 6 spelling skills.

Children practise their reading with a combination of Oxford Reading Tree, New Way and real books. Parents are expected to hear their child read every night and children read at school with a teacher at least once a week.

**Key Stage 2**

Additional support through Sound Check is delivered to children in Year 3 who have not passed the phonics screening in Year 2 in addition to classroom input in daily literacy lessons. Guided reading sessions are also used to practice phonic skills.

Children practise their reading with a combination of Oxford Reading Tree and real books.

Parents are expected to hear their child read every night and children read at school with a teacher at least once a week.

**Assessment of Progress**

Children’s progress in developing and applying their phonic knowledge is carefully assessed and monitored. Teachers use daily phonics sessions to monitor children’s progress and assess children through their writing and reading.

The teacher assesses how children:

* read the graphemes
* match graphemes, words
* read and write high frequency and tricky words
* decode sentences
* comprehend sentences

Each group leader carries out a weekly spelling test of words taught that week and additional formal assessment is carried out at the end of each half term. Year 1 children will take the phonics screening check in June alongside any Year 2 children whom did not pass in Year 1.

**Equal Opportunities**

All children have an entitlement to access reading and spelling strategies at an appropriate level and are helped to do this across school.

We ensure equal access in a variety of ways e.g.

* Displays and resources reflect the above as positive role models
* The content of what is planned reflects our diverse society
* Where appropriate group children flexibly to promote confidence and social skills
* Ensure that appropriate structures/resources are in place so that children can access the curriculum.

**Inclusion**

It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We actively audit the learning environment to remove any potential barriers to learning and assessment. Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning differences through whole class practices and planning for individual children. Teachers aim to include all pupils fully in their daily phonic lessons. All children benefit from participating in watching, and listening to other children demonstrating and explaining their ideas. Differentiated work, appropriate to individual children’s needs, is provided in the independent work time. For some lessons, extra adult support from a Teaching Assistant is also provided. S.E.N pupils have IEPs, which include specific literacy targets to be addressed during phonics lessons.

**Home/School Links**

Parents are given information about each phonics phase their child will be starting in

September which will include the sounds (with example words for accurate pronunciation) and high frequency words for that phase. As their child progresses through Letters and Sounds new phase information will be sent home to parents. In the Foundation Stage, parents will be invited in to a phonics and early reading development meeting where they will be given information about how to support their child’s phonic development at home.

Parent workshops are offered to parents in Key Stages 1 and 2 who want to learn more phonics and how they can support their child.

**Homework**

In foundation Stage children in Reception and where appropriate in Nursery are given sound mats, sounds, and words to practise and consolidate skills learnt each week.

Children are encouraged to read and write sentences along with recognising high frequency words.

In Key Stages 1 and 2, phonics groups receive spellings to learn to consolidate understanding of the sounds or word patterns taught that week. Children are tested during the Friday lesson and results are fed back to children weekly.

**Monitoring and Evaluation**

The Head teacher and subject leader will monitor the effectiveness of this policy in conjunction with all members of the teaching team.