

Littlemoor Infant Academy



PHONICS & EARLY READING POLICY

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1. INTENT

At Askern Littlemoor Infant Academy, our shared vision is that every child learns to read quickly and continues to read – widely and often. We are proud to offer the pupils a text rich learning environment where imagination and creativity can be fuelled.

Through our rigorous phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as confident readers who have a love of books. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

All the skills of language are essential to participating fully as a member of society; only pupils who learn to speak, read and write fluently and confidently are able to effectively participate in wider society.

To achieve this, we ensure that:

- there is a sharp focus on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read and spell
- reading is prioritised to allow pupils to access the full curriculum offer
- a rigorous, sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading
- at all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils
- at the early stages of learning to read, read reading materials are closely matched to the learners' phonics

2. IMPLEMENTATION

Throughout Early Years, activities concentrate on developing pupils' speaking and listening skills, phonological awareness and the key skills of oral blending, segmenting and manipulation. These experiences are intended to be used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with high quality books. This phase paves the way for pupils to make a good start when introduced to our *Read Write Inc.* Phonics programme.

3. READ, WRITE INC. PHONICS PROGRAMME

A single, consistent approach to the teaching of reading is adopted through F2, Y2 and Y2. The school delivers the ReadWriteInc Phonics programme to support children who are learning to read and write.

In *Read Write Inc.* Phonics children:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach children to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to

pick up on difficulties, such as children's poor articulation, or problems with blending or alphabetic code knowledge.

We group children homogeneously, according to their progress in reading rather than their writing. This is because it is known that children's progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In F2 we emphasise the alphabetic code. The children rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for children at risk of making slower progress. This learning is consolidated daily. Children have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that children read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers.

Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to children; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that children quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Children write at the level of their spelling knowledge. Our aim is for children to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

4. PROFESSIONAL DEVELOPMENT

A key element of *Read Write Inc.* is consistent whole-school practice, underpinned by appropriate professional development. The head teacher, all the teachers and teaching assistants are trained to teach reading. All staff attend twice yearly ReadWriteInc Development Days with a RWInc coach. The Phonics Lead works with staff to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

5. THE ROLE OF THE READING LEADER

The reading leader has a critical role, driving the teaching of *Read Write Inc.* Phonics, ensuring that all children progress through the programme by the end of Term 1 Year 2.

Specific responsibilities include:

- Ensuring that our teaching of reading is of the highest quality and that all our children make progress
- Ensuring children in the 'lower progress' group are making good progress and organising one-to-one tutoring for the children who need extra support
- Keeping the groups homogeneous, i.e. at the same reading level
- Providing further training (through masterclasses, coaching/observation and face-to-face feedback)

6. EARLY READING

As pupils start their reading journey they will be reading materials closely matched to the learners' phonics knowledge. Take home reading books will mirror or supplement the phonics texts used in daily phonics lessons; these books are part of our ReadWriteInc phonics programme and will ensure that the children are presented with reading material to match their phonic knowledge and improve their fluency and reading confidence.

In this way, pupils will be encouraged to use their phonics skills and knowledge as their primary reading strategy. As pupils find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. Increasing the pace of reading is an important objective. Pupils will be encouraged to read aloud as well as silently for themselves.

This process culminates in a shift from learning to read to reading to learn. Pupils then move on to reading both for pleasure and for information.

In the early stages of reading, children also take home stories and non-fiction that they cannot yet read for themselves but which adults can share with them.

7. IMPACT

7.1 ASSESSING AND TRACKING PROGRESS

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to the Read Write Inc. Phonics programme. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium. We record the children's starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

The majority of our children complete the programme by the end of the autumn term of Year 2. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

We have high expectations of our pupils' progress. In the June 2019 phonics screening check, 85% of our pupils reached the threshold. We attribute this to the programme and to the expectations it builds in.

Pupils who are making slower progress usually complete the programme by the end of Year

2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age.

By the end of Key Stage 1, the majority of our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

We are relentless in our ambition and determination that we will teach all our children, including the lowest 20%, to read.

All F2, Y1 and Y2 pupils are assessed at least half-termly on the phonics progress they are making.

In Year 1, a mock phonics screening is carried out on a half-termly basis to identify individual gaps in knowledge and understanding, as well as any systemic gaps.

We use the RWInc Phonic Tracker from Reception to Year 2 to support our analysis of individual pupil's progress.

7.2 NATIONAL PHONICS SCREENING

All Y1 pupils sit a national phonics screening check which is carried out in June each year. Pupils who do not attain the national standard will repeat the screening in Year 2. This is to ensure that pupils have secured a secure foundation on which to build their reading skills.

7.3 QUALITY OF TEACHING AND PUPILS' PROGRESS

The headteacher and reading leader monitor pupils' progress together until every child can read.

No child is left behind to struggle.

We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

1. The Read Write Inc. 'cycle of instruction' is embedded across the curriculum – My Turn Your, Turn and Talk To Your Partner Pupils do not raise their hands to answer questions.
2. Close grouping in Phonics is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. In Phonics, pupils read books at home that closely match their word reading ability.
6. In Literacy and Language, pupils read widely and often at home.
7. Teaching is monitored thoroughly by in-house and by our RWInc reading coach.

7.4 EQUALITY OF OPPORTUNITY

We will adjust and adapt the delivery of our reading programme to meet the needs of all learners and to ensure that every child gains the building blocks they need to become a successful reader.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can achieve and celebrate success. Staff are fully aware of the differing groups of learners and vulnerable children in their class and teachers plan and teach personalised English lessons which focus on the particular needs of each child.

7.5 MONITORING

This policy is monitored by the governing body and will be reviewed bi-annually, or before if necessary.

The delivery of the English curriculum will be monitored by the English lead along with other SLT through drop-in observations, book and work scrutiny and learning walks. Pupil attainment and progress will be monitored by the head teacher at termly pupil progress meetings with class teachers. Data will be analysed at cohort, class and pupil level by the English and Foundation leads and the Head teacher.