



English: Reading Leader: Samantha Ambrose

OAKWORTH PRIMARY SCHOOL
“committed to the safety and welfare of its pupils”

ENGLISH: READING AND PHONICS POLICY

Aims

At Oakworth Primary School, we aim to provide a clear framework for high quality teaching and learning of English. We are committed to helping children develop the necessary skills and knowledge that will enable them to:

- Communicate effectively and creatively with the world at large, through spoken and written language.
- Enjoy and appreciate a rich variety of literature.

We strive for children to be confident English learners. This means that by the age of 11, we aim for children to be able to:

- *enable our pupils to read confidently, fluently, accurately and with understanding and enjoyment.*
- *teach pupils to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to monitor, correct and make sense of their own reading.*
- *foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres and media (fiction, nonfiction, reading scheme books, ‘real’ books, e-books (kindles) etc.*
- *foster a love of different types of literature, to read with enjoyment and be able to evaluate and justify preferences.*
- *develop a suitable technical vocabulary through which pupils can understand and discuss their reading.*
- *develop reading skills alongside those of writing, so that pupils may become literate adults and readers for life.*
- *create a variety of reading opportunities across all areas of the curriculum.*

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the EYFS Statutory Framework (2014).

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- *speak and listen and represent ideas in their activities;*
- *use communication, language and literacy in every part of the curriculum;*
- *become immersed in an environment rich in mark-making and possibilities for communication through books.*

In Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently (using the correct pre-/cursive script: see appendix 1) and with enthusiasm. They should use



language to explore their own experiences and imaginary worlds and begin to link sounds and letters (phonics).

In Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works, and importantly, read for pleasure.

The Governing Body

Regular reports are made to Governors on progress and provision in English.

Subject Organisation

The English Curriculum is delivered using objectives from the English Programmes of Study for KS1/KS2, and these are planned over the year, to ensure children have a range of reading opportunities to develop their love of reading as well as their understanding of texts read.

Pupil provision is related to the year group stage they are working at in school, unless they have an Individual Education Plan (IEP:-see SEN Policy).

The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Approaches to Reading

Reading begins at a very early age as initially children learn to read faces and voices. Children are also exposed to the written word in their environment from birth and, in an ideal world; they are encouraged to explore the experiences it provides.

Learning to read is different for everyone, but children introduced to books at an early age, especially those who are read to on a regular basis, are more likely to read easily. From EYFS to year 6 children are taught to read and eventually, read to learn as well as developing an important love of reading. Children throughout school enjoy reading across the curriculum on a daily basis.

EYFS & KS1

Teaching:

- Reading is taught alongside 'Letters and sounds' which is a programme designed to teach children how the alphabet works for reading and spelling through:
 - Developing speaking and listening skills
 - Teaching high-quality phonic work
- Phonics is taught each day for 20 minutes.
- Sequences of lessons are planned with a specific focus dependent on the ability of the group.



- Jolly Phonics is used for early interventions with children who are below stage.
- Phonics teaching is linked to letter formation and early spelling which is modelled at all times.

Assessment: (Reception only)

Word recognition is tested half termly alongside sounds taught in the phases covered. Children will continue through the phases in Year 1 and will complete a phonics screening check at the end of that year. Each child's development in phonics will be monitored closely throughout Reception and parents/carers will be kept updated on a child's progress. Continuous assessment in the Foundation Stage is ongoing and recorded regularly.

Teachers assess children's reading in a variety of contexts, (both informally and formally). This assessment is continuous over the year and assessed according to age related expectations.

Assessment: (Year 1-2)

- Phonics is assessed every term along with HFW recognition.
- Teachers informally assess 1:1 reading and phonics which informs planning.
- In Class reading record kept.
- Teachers use summative assessment including benchmarking and PIRA tests which are completed at the end of each half term.

Reading in Early Years:

- All children read with an adult each week.
- All children have guided reading with an adult each week from spring one.
- Books are available to children at all times both inside and outside.
- Each class has an inviting and inspiring reading area.
- Reading record must be kept for each child and the class.
- Shared reading takes place at the end of each time when children hear a story being read to them.

In KS1 guided reading takes place with the class teacher twice per week. During guided reading time, other tasks/activities are completed to develop reading skills including:

Phonics activities

Comprehension questions

Reading for enjoyment

KS2

In Key Stage 2 the children read from a selection of various scheme and 'free reader' books according to ability, interest and level of difficulty. It is vital that the children gain pleasure from their reading.



Teaching:

- In school an adult hears every child in KS2 read 1:1 once a fortnight.
- In KS2, children are taught (by their class teacher) specific reading skills in small groups. As well as being taught specific reading skills during guided reading, once a week every child also takes part in the following reading activities to develop their reading skills, and their love of reading.

Online reading & comprehension – Bug Club

Comprehension questions linked to class text

Reading for enjoyment

Text discussions with the class support assistant

Assessment

Written reading tasks are assessed in line with the Assessment Policy. In reading, children are formatively assessed through the use of planning and questioning. In addition to this we use summative assessment (PIRA and our assertive mentoring grids) which provide teachers with targets for the children to focus on as well as clear learning focuses for their reading lessons, 1:1 reading targets and to support interventions.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More-able children will be identified and suitable learning challenges provided.

Equal Opportunities.

Every child is entitled to access a broad and balanced English curriculum. We aim to provide suitable learning opportunities regardless of race, gender, ethnicity or home background. We positively celebrate diversity and difference.

This policy will be reviewed every two years, or earlier if necessary.

Signed: **Date:** 7 March 2017
Chair of Governors