



Phonics & Reading Policy

2021



Aims and Intent

Reading is at the heart of the curriculum at Holy Cross and All Saints Primary School and our aim is for 'every child' to become a confident, competent and fluent reader who can thrive and achieve well across the curriculum. Through our Early reading and Phonics programme and the proven reading strategies taught throughout Key Stage 1 & 2, reading is given a high priority within every classroom and every measure is taken to help children foster a love of books and reading for pleasure; as well as recognising the value of reading as a life skill.

We are an inclusive school; providing children with reading materials which reflect our diverse community and which every child can access regardless of ability, gender and linguistic and cultural backgrounds: quality books, from a variety of cultures, presented in a range of different styles and formats.

We develop children's comprehension skills by teaching them effective strategies and giving them lots of opportunities to practice them through individual, shared, group and whole class reading sessions. We encourage pupils to read, analyse and evaluate a wide range of texts and make informed choices about the reading material they select for reference and enjoyment.

We believe that in order for our children to fulfil their potential in reading, school must work in partnership with parents, their primary educators, to achieve the best possible outcomes for our children. We liaise with parents through reading workshops, children's reading journals, and celebrate the children's reading achievements through Google Classroom and our school twitter. We have exciting reading events and initiatives throughout the year including author visits, book fairs, special book weeks, themed days, reading awards and our ever popular reading breakfasts.

We regularly assess and monitor each child's reading through formative and summative assessment in order to plan for their individual needs.

Phonics and Early Reading



We believe that every child is a reader and aim to ensure that all our pupils acquire the strong foundations of synthetic phonics upon which to tackle the complex processes of reading and writing. We teach reading through the validated SSP, 'Little Wandle Letters and Sounds Revised' which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all

our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - ✓ sharing high-quality stories and poems
 - ✓ learning a range of nursery rhymes and action rhymes
 - ✓ activities that develop focused listening and attention, including oral blending
 - ✓ attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day.
- Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons, Rapid Catch Up and SEN provision ensure every child learns to read

- Any child who needs additional practice has daily Keep-up, Rapid Catch Up or SEN support, taught by a fully trained adult. These sessions match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check so the gap between themselves and their peers does not widen.

Guided Reading Sessions

- We teach children to read through Guided reading practice sessions. Each reading practice session have been designed to focus on three key reading skills:
 - ✓ decoding
 - ✓ prosody: teaching children to read with understanding and expression
 - ✓ comprehension: teaching children to understand the text.



Parents are offered additional apps and websites to have fun practicing phonics at home including; www.phonicsplay.co.uk and www.teachyourmonstertoread.com and www.spellingshed.com.

Home Reading

Home reading in EYFS and Key Stage 1

Each week a fully decodable reading practice book, which has been carefully assessed at their Phonics Stage or (if working beyond Phase 5) Book Band Level is taken home to ensure children share their reading success with their families and practice applying the reading skills taught in class and build confidence and fluency. Children are also able to choose a 'Reading for Pleasure' book based on their own preferences and interests to take home for parents to share and read to children. We use the Reading Journals to share success and to keep a record of their progress. Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions and participate in additional reading with an adult each day.

Home reading in Key Stage 2

Reading scheme texts are designed to encourage and develop decoding skills, fluency and stamina for reading; building children's vocabulary in familiar contexts. All books on the home school reading scheme are banded to create cohesion between different reading schemes and non-reading scheme books.

All children in KS2 read their reading scheme book with their class teacher at least once a week, who will monitor their home reading record and keep a record of the books the children are reading. Children may receive additional reading, carried out by support staff, depending on the specific needs of a child, identified through regular phonic, decoding and comprehension assessments.

This diagram demonstrates the approximate Book Band that a child will be working through in any particular year group. (Early Reading books for Nursery –Y2 are also labelled with their Phonics Phase.) It is important to recognise however that all children, including those with additional needs, will progress at their own rate.

Book Bands		REC	Y1	Y2	Y3	Y4	Y5	Y6
Lilac	RA < 5							
Pink	RA < 5							
Red	RA = 5							
Yellow	RA = 5.5							
Blue	RA = 5.5-6							
Green	RA = 5.5-6							
Orange	RA = 6-6.5							
Turquoise	RA = 6-6.5							
Purple	RA = 7							
Gold	RA = 7.5							
White	RA = 8							
Lime	RA = 8.5							
Brown	RA = 8.5-9							
Grey	RA = 9-9.5							
Navy	RA=9.5-10							
Maroon	RA = 10-10.5							
	RA>10.5							

Our book led 'Teach through a Text' English Curriculum

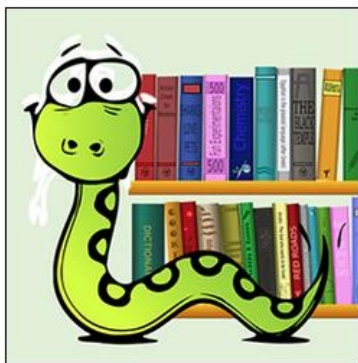


English at Holy Cross and All Saints is taught using the 'Teach through a Text' approach supported by the Literary Curriculum. Planning and teaching sequences focus on the use of a high quality, diverse and engaging core texts, specifically chosen to develop the teaching of reading and writing. Key themes, characters, plot, language and layout in texts are explored using a variety of teaching strategies including; discussion, role

on the wall, conscious alley, freeze framing and many more. As texts are shared, teachers use effective questioning at all stages, to engage the children in the text and challenge and develop their comprehension.

Guided Reading

Whole class, small group and 1:1 guided reading sessions are taught a minimum of three times per week across the school. KS1 and KS2 children engage in V.I.P.E.R.S sessions. VIPERS is a mnemonic to support adults and children when facilitating the teaching of specific reading skills; familiarising children with different question stems and the language of reading. VIPERS www.literacyshedplus.com/reading-vipers is based on 6 key reading/comprehension skills and the content domains of the National Curriculum Test Framework.



1. Vocabulary
2. Inference
3. Prediction
4. Explanation
5. Retrieval
6. Sequence/Summarise

Teachers use a wide range of diverse, stimulating texts including classic texts and poetry to focus on a specific skills and to build stamina for reading and retrieving information from a text.

Reading for Pleasure

***'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)**

We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children and families in our local community as well as books that open windows into other worlds and cultures.

In every classroom there is an inviting space dedicated to creating love of books and reading for pleasure. Books are selected to reflect children's interests, our diverse school community and the word around us. There are also books to enrich children's learning across the curriculum.

Our library is vibrant and welcoming space in which the children can sit, relax and enjoy reading. It is stocked with a wealth of high quality, stimulating fiction and non fiction reference books and is run by our Library Coordinator and Library Monitors. There is access to the library throughout the school day for all pupils in addition to a specific timetabled session so that children may browse, borrow and return books using the digital cataloguing System. The library is also used as a learning space for small group reading interventions and 1:1 precision teaching for children who need additional support in reading.

As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read in their reading journals.

Children regularly visit Eccles Library to attend special events and borrow books.

We also have exciting reading events and initiatives throughout the year including author visits, book fairs, special book weeks, themed days, reading awards and our ever popular reading breakfasts.

Every Child a Reader

The reading curriculum at Holy Cross is planned to ensure that it is differentiated and accessible for all children. We recognise that children developing English as an additional language (EAL) often have a considerable language experience, although not necessarily in English. We support EAL readers by providing materials and activities that build on children's existing knowledge and experience as readers, including interactive activities and resources recommended by <https://learnenglishkids.britishcouncil.org/>. Pupils with difficulties in learning to read and children with Special Educational have their needs identified promptly and interventions are provided that will accelerate their progress and outlined on a provision map, written in collaboration with the class teacher and our SENCO. Our interventions include;

- Wellcom
- Little Wandle SEN and Keep Up Programme
- Nessy Reading and Spelling
- Reading Between the lines
- Blank Level Questioning
- Colourful Semantics
- Precision Teaching

Progress is measured and tracked to ensure they are working towards age related expectations or personal targets outlined in their individual education plan. Additional teaching and support is provided through 1:1 reading with an adult, catch up reading programmes, extra guided reading sessions in small groups and daily “keep up” phonics sessions.

Monitoring and Assessment of Children’s Reading

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks in Phonics to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- Every Term by the use of NTS Reading Assessments to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT to narrow attainment gaps between different groups of children and so that any additional support for reading can be implemented.

**“The more that you read, the more things you will know.
The more that you learn, the more places you'll go.”
Dr. Seuss**