Mobberley Primary School

Phonics and Early Reading Policy 23-24

Aims:

The aim of this policy is to ensure that a consistent ‘whole school’ approach is applied to the teaching of Phonics.

The school aims to provide a secure, stimulating and enriching environment, where there is equal access to phonic knowledge and understanding. We regard it as essential that we respect the language and experience of the individual and endeavour to meet their needs, regardless of race, gender or class.

Through the quality-first teaching we ensure that all children:

* Have the opportunity to apply what they have learnt through reading;
* Participate daily in fast paced, exciting, and interesting phonics sessions;
* Active participation regardless of social and economic circumstances,

ethnicity, language, or SEND.

Objectives:

The principle objectives of the teaching and learning of phonics are to enable all children to access reading at an age appropriate level. In order for this to happen it is integral that we ensure:

* Consistency in the approach to teaching phonics throughout Early Years and KS1 and KS2 where appropriate;
* Rigorous planning, assessment, and tracking;
* Quality first teaching to support motivation;
* All staff are experts;
* That all children are able to read by the age of six.

Strategies:

The diligent, concentrated, and systematic teaching of phonics is central to the success of children’s reading. This requires high quality and expert teaching which follows a carefully planned and tightly structures approach to teaching phonics.

Intent:

At Mobberley, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in 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. At Mobberley, 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.

Implementation:

Daily phonics lessons in Reception and Year 1

* We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. 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.
* We follow the Little Wandle Letters and Sounds Revised expectations of progress:
* 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

* Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons 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 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
* These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week. These:

* are taught by a fully trained adult to small groups
* use books matched to the children’s secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of ‘Application of phonics to reading’.
* are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions 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.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading:

The decodable reading practice book is taken home to ensure success is shared with the family. Reading for pleasure books also go home for parents to share and read to children. We use the Little Wandle Letters and Sounds Revised parents’ resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Reading for pleasure:

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 at Mobberley and our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

Impact:

*Assessment*

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 for Reception and Year 1 is used:

* every six weeks 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 and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Fluency assessments measure children’s accuracy and reading speed in short one-minute assessments. They are used:

* + in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
  + with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
  + to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to ready any more fully decodable books.

A placement assessment is used:

* with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The Rapid Catch-up assessment is used:

* with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment:

* Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

Children in Year 2 to 6 are assessed through:

* the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
* the Rapid Catch-up summative assessments to assess progress and inform teaching
* the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.

The fluency assessments measure children’s accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Individual Roles:

The class teacher is responsible for;

* planning according to the phonics scheme of work, for implementing these plans and for organising the classroom for effective delivery. They are also required to provide opportunities for children to refine, practise and apply their phonic skills during other times of the day such as; guided reading sessions.
* creating a phonics environment which includes; letter displays and an attractive reading corner.
* ensuring the classroom assistant is supporting children in the class during the phonics lesson and delivers any additional language teaching that may be required.

The Reading Lead is responsible for;

* monitoring teaching across the whole school, organising internal and external staff training and ensuring that language is taught in a developmental and progressive way.
* The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

SEND:

Phonics teaching is made accessible to as many pupils as possible and adjustments to schemes of work will be made as required. Teachers will liaise with the Phonics Lead and SENDCO in order to analyse how children with specific needs respond to the teaching of phonics. It is the role of the teacher to ensure that every child in their class has equal and balanced access to the teaching of phonics and to ensure that it is differentiated appropriately.

EAL:

Phonics teaching is made accessible to as many pupils as possible and adjustments to schemes of work will be made as required; teachers will liaise with the Phonics and EAL Leads in order to ensure they are differentiating appropriately. Children who require additional support will complete a programme of phonics with the EAL Lead during timetabled phonics sessions in their class.

Parents:

It is of vital importance that regular home-school contact occurs if the delivery of a structured and rigorous phonics scheme is to succeed. As such parents will have the opportunity to:

* Discuss the individual progress of their child with the class teacher;
* Attend information evenings where they can learn more about the teaching of phonics;
* Attend training to support them with ideas for continuing the teaching of phonics in the home;
* Be regularly informed of their child’s targets and level for reading.

Resources:

Each Foundation Stage and Key Stage One class has:

* A range of fully decodable fiction and non-fiction books for each phase of phonics in every classroom
* An Interactive Whiteboard in every class;
* Display materials;
* A teacher’s guide for planning and assessing phonics.
* A reading area

Benchmarks:

By the end of year one all children will be able to:

* Have learned phonic decoding to an age appropriate standard.
* Give the sound when shown any grapheme taught.
* Blend phonemes in order to read words.
* Know most of the common grapheme-phoneme correspondences.
* Read phonetically decodable one syllable and two syllable words.
* Apply phonic knowledge and skill in order to read unfamiliar words and those which are not completely decodable.
* Recognise and read frequently encountered words automatically.
* Read three-syllable, phonically decodable words.
* Read a range of age appropriate texts fluently.
* Demonstrate an understanding of age appropriate texts.
* Read by the age of 6.

**Phonics Subject Lead:** Mrs Emma Millington

**Policy Agreed**: September 2023

**Policy Review Date**: September 2024