



St Mary's Catholic Voluntary Academy

Part of the St Therese of Lisieux Catholic Multi Academy Trust

Reading and Phonics policy

"Believe, Succeed and Soar"



St Mary's Catholic Voluntary Academy, Grantham

Mission Statement

Believe, Succeed and Soar

Christ is at the centre of St. Mary's as we strive to nurture and care for our community and encourage them to **Believe, Succeed and Soar**. Through God's love, we support our pupils in recognising their God given gifts, strengthening their work as missionary disciples.

'Do little things with great love' St Therese of Lisieux

Our Gospel Values With God's love we show:



Love

'My command is this: Love one another as I have loved you.' John 15:12

We recognise God's unconditional love to be our source of love. A Christ-like love respects the talent of each person in our school.



Respect

'In everything, then do to others as you would have them do to you.' Matthew 7:12

We believe that, as children of God, we have a duty not only to respect our friends and teachers but also to show respect to our environment as we are stewards of the earth.



Honesty

'Dear children, let us not love with words or speech but with actions and in truth.' 1 John 3:18

We show honesty in all we say and do, in the pursuit of justice and fairness.



Forgiveness

'Do not judge, and you will not be judged. Do not condemn, and you will not be condemned.

Forgive, and you will be forgiven.' Luke 6:37

We believe that mercy will be shown by the way we forgive others, finding God in all things.



Generosity

'It is more blessed to give than to receive.' Acts 20:35

Just as Jesus washed the feet of his disciples, we have a role to serve our neighbours and the wider community. Through fundraising and prayer, we will strive to help the people in our world, our common home.



Patience

'Jesus replied, 'You do not realise now what I am doing, but later you will understand.' John 13:7

We remember to be patient and trust in God as we know he has a much greater plan for us. He allows us to be tested so that we learn to walk in his ways and trust in him.

Introduction

English is a core subject in the National Curriculum. It is during a child's primary education that the foundations of all aspects of English are laid. This makes English the most important aspect of the curriculum in a primary school. In the literate society in which we live, an ability to communicate effectively, both orally and in the written word, and to read a wide range of different types of text including ICT texts, is essential if children are to achieve their potential throughout their schooldays and on into adult life.

English is the medium through which all learning takes place, inside and outside the classroom. Most learning takes place through the development and use of language. This gives the teaching of English a special place within the curriculum of St Mary's School. English is a core subject in the National Curriculum and is delivered as a dedicated subject, but is also an integral part of every lesson, which is taught in school. The teaching of English embraces all aspects of language development, giving equal consideration to both the spoken and the written language. The development of language skills is of the utmost importance across the whole curriculum and therefore the teaching of English is given high priority. To ensure our learners have opportunities to access all areas of the English curriculum and in order for these opportunities to be effective, input is required from, parents, speech and language therapists and advisory services for learners with sensory impairments. Learners for whom English is a second language, bi-lingual support and acknowledgement of the importance of their mother tongue is paramount.

Curriculum Intent

At St Mary's Primary Academy School, it is our intent to nurture and develop the whole child. We intend that the curriculum should develop children's love of reading. One of our priorities is helping children read and develop their all-important comprehension skills.

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader. The overarching aim for English in our curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Careful thought is given to the provision of appropriately structured work for children with SEN, often through intervention groups. The school have a variety of strategies to enable all children to have increased access to the curriculum through a broad – based, multi-sensory, visual, auditory and kinaesthetically planned RWI phonic sessions.

Implementation

We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

We aim:

- To enable children to speak clearly and audibly, and to take account of their audience;
- To encourage children to listen with concentration, in order to identify the main points of what they have heard;
- To show children how to adapt their speech to variety of audiences and situations;
- To teach children effective communication skills, including both verbal and non-verbal, through a variety of creative activities which include drama, art and music;
- To help them to become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- To use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- To help them to competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- To read easily, fluently and with good understanding
- To develop the habit of reading widely and often, for both pleasure and information, knowing that reading is a wonderful relaxation tool and enhances mental health, as well as developing knowledge. We aim for them to be able to identify a number of authors and a genre or genres they enjoy reading
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- To appreciate our rich and varied literary heritage
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Impact

The impact of the engaging, rich, literate curriculum will be evident in the oracy skills, passion for reading and range of writing that children of all ages produce across the school. The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation reading being well established and taught thoroughly in both key stages, children are becoming more confident readers and by the time they are in upper Key Stage 2, most genres in reading are familiar to them.

Curriculum

At St Mary's Catholic Voluntary Academy, we follow the statutory guidance for the teaching of English, as set out in the National Curriculum 2014. We aim to develop the English skills children will need to equip them for everyday life in an ever-changing society. We strive to create an engaging, language rich environment, where children can learn and develop skills in a purposeful manner, making strong links with other curriculum areas where appropriate. Statutory requirements for the teaching and learning of English are laid out in the Primary National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2014).

The National Curriculum in England breaks down English into these key areas:

- Spoken language
- Reading
- Writing
- Spelling, vocabulary, grammar and punctuation

Inclusion

We aim to provide the best teaching for all children so that they all reach their potential in English according to their individual abilities. We identify pupils or groups of pupils that may need additional support and take steps to improve their attainment or deepen their learning. Staff also use a pre-teach approach to aid children, precision teaching for identified children or use timely intervention to support marking and feedback within lessons. Children that are consistently achieving above age related expectations are identified and suitable learning challenges provided in line with greater depth challenges to assist them to achieve and gain a deeper understanding of their learning.

At St Mary's, we agree that a more able child is any child who is attaining beyond their 'age related expectations'. This means they are achieving at a higher standard within their own year group expectations. Higher attaining pupils will be predominately supported by their class teachers and given activities that allow them to gain further 'mastery' of their learning by applying it in different ways.

English as a second language

The educational needs of those pupils for whom English is a second language will be considered carefully. We will strive to provide opportunities for enrichment and extension of vocabulary in an

endeavour to compensate for any lack of experiences for using English for different purposes in the home environment. Educational support will be sought where appropriate.

READING

Books

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. High priority is given to reading in all classes. Reading lessons are driven by enriching, challenging texts and all children, no matter their decoding ability, are exposed to these texts. At St Mary's, we use the online Reading Vipers website to support our reading lessons. Using rich, age-appropriate books motivates and engages children, and allows all children to be exposed to higher order questioning which not all books can provide. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff.

EYFS:

At the beginning of EYFS, children are exposed to a range of stories and genres, in an informal setting, to help foster a love of reading. They will learn nursery rhymes, poems and songs to build vocabulary and increase their phonetic awareness. They are taught letter sounds and will listen to a wide range of stories and traditional tales. They will share picture books with teachers, ancillary helpers and with one another. This is as well as daily phonics sessions. They will also learn about the significance of print in the environment. Children in EYFS take home a book from RWInc, the school's phonics scheme. All reading books are matched to the child's phonics/reading ability.

Key stage 1

In Key Stage 1, children have a daily 35 minutes Read, Write, Inc phonics lesson. The emphasis is on decoding to start with, and later comprehension. Children in KS1 take home a book from RWInc, the school's phonics scheme. This book will be carefully matched to the child's reading ability and will contain only the sounds that the child has learnt in their phonics lessons. In addition, children may have the opportunity to choose a book from their class library and/or reading spine. Each child has a home-school reading diary that teachers and parents can use to share information about a child's reading. Parents and Carers are encouraged to read with their child daily. Teachers will assess when the child is ready to move on to the next book.

Key stage 2

In Key Stage 2, children have a daily reading lesson with each session lasting 35 minutes. Reading is taught using independent, shared and whole-class methods. In these sessions, some children read to class teachers or teaching assistants. Children are then exposed to a challenging, enriching text via shared reading, where the class teacher models effective reading to the class. In these sessions, all children explore new vocabulary used and class discussions ensure children have an understanding of the text. Once shared reading sessions have taken place, teachers use a whole-class model to deliver reading lessons, where comprehension skills are explicitly taught and practiced.

In Key Stage 2, children choose books to take home and read either from the school library or their year group's reading spine. Children have access to a range of engaging books, magazines, annuals and newspapers within their class libraries to give them a broad range of reading materials. Those children who are having phonics intervention will take home a reading book from the RWInc phonics scheme. Again, the book will be closely matched with the child's reading ability and will contain only the sounds that the child has learnt in their phonics lessons.

Reading volunteers come into school every week to listen to children read.

Reading Vipers

Reading Vipers is the programme used by teachers in both KS1 and KS2 to plan their reading lessons. This consists of short films, suggested texts and questions. VIPERS stands for: Vocabulary, Inference, Predict, Explain, Retrieve and summarise (KS2) or sequence (KS1). These VIPERS elements are taught through our reading sessions.

Assessment

In KS2, children must take an Accelerated Reader quiz based on the book they have read. They must achieve a pass score of at least 65% before they can change their book. A score below 65% will mean that the book has to be reread and the quiz taken again. Every teacher will regularly check the results of the AR tests. This is to check that the pupils are quizzing regularly. In addition to this, children will sit a Star Reading Test once every half term to re-assess their ZPD. Teachers will be able to determine where your child's reading ability is in comparison to age-related expectations and this information will be shared at parent's evening and through reports. Accelerated Reader provides teachers with useful data about their reading ability and will enable us to support children with their next steps.

Reading is assessed in Standard Assessment Tasks at the end of each Key Stage. In Y2, Y3, Y4 & Y5, children are assessed using NFER tests at the end of every term. Year 6 are assessed at the end of every term, using previous years' SAT papers. Ongoing teacher assessments are made through careful observation about children's competency in reading and their attitudes to reading.

Teachers regularly assess the children and record their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work, setting specific tasks. Teachers use this assessment information to plan further work and set new targets. Opportunities for assessment are identified in planning.

Alongside regular teacher assessment, EYFS, KS1 and KS2 are assessed to ensure the children are in the correct phonics group for their ability. Phonics will be assessed every half term for all children in YR and Key Stage 1 to determine the phonics group they will take part in and to determine which books they should be reading. In addition, children in Year 1 will sit a formal phonics-screening test in June.

The attainment and progress of children in phonics is formally assessed every half term by Mrs Chapman, the Reading Lead.

At the end of Year 1, children participate in the phonics screening check in June using the National Assessment materials, which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the Local Authority. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

Reading for Pleasure

Our Reading Spine is made up of a selection of fiction, non-fiction and poetry books that we would like children to access on their journey through our school. It was compiled using the principles of Doug Lemov's '5 Reading Plagues.'

In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex and demand more from the reader than other types of books.

The five text types are:

Archaic Language (classic texts)

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Children need to be exposed to

and develop proficiency with antiquated forms of expression to be able to hope to read more complex texts.

Non-Linear Time Sequences

Stories where time flows back and forth in a complex manner not just flows in one direction.

Narratively Complex

Some books have more than one narrator telling the story or non-human narrators such as the horse who tells the story in Black Beauty.

Complexity of story

Where the plot and symbols used are more complicated for example interwoven plots.

Resistant Texts

This refers to texts which are difficult to understand, texts that deliberately resist comprehension. You have to assemble meaning around nuances, hints, uncertainties and clues.

Inclusion

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Careful thought is given to the provision of appropriately structured work for children with SEN, often through intervention groups. The school have a variety of strategies to enable all children to have increased access to the curriculum through a broad – based, multi-sensory, visual, auditory and kinaesthetically planned RWI phonic sessions.

Home Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At St Mary's Primary Academy, we are fully committed to strong partnership working between home and school. It is our policy to send phonetically decodable reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading diaries. Regular reading at home should enable the children to use segmenting and blending techniques learned in phonics sessions.

Parents and Carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. We believe that this not only helps to develop inferential skills but also supports a lifelong love of reading. Parents are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. Throughout the Key Stages, children become more independent in recording what they have read in their reading diaries.

Parental Involvement

We are also committed to offering parents and family members' regular opportunities to engage in workshops to enable them to gain a better understanding of what and how we teach at St Mary's. We strongly believe that this effectively supports parents and family members to build upon work done in school, thus further enhancing opportunities for our children to progress, achieve and attain. Phonics workshops for parents in EYFS and KS1 is held in the Autumn term. This is led by Mrs Chapman, the Phonics Lead within the school. In addition, an Accelerated Reading workshop is held for parents in KS2 by Mrs Howle, the English Lead.

PHONICS

Introduction

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

Bold Beginnings November 2017 stated that "All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year."

At St Marys' Catholic Primary Academy, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. We are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they can read with fluency as well as develop a love of reading that will stay with our children all their lives.

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. The independent review of early reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum.

This policy is aimed at reinforcing a consistent, high-quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

Aims (Intent)

Using the Read, Write Inc phonics programme, we aim to teach children to decode texts effortlessly so that they can put all their energy into comprehending what they read. With this, we hope that every child will grow to find pleasure and enjoyment through reading. A sound understanding of phonics also supports children to spell effortlessly so that they can write fluently, accurately, and with confidence, focusing on the composition of their writing.

Through Read, Write Inc lessons children will:

- learn 70+ sounds and the corresponding letter/letter groups using simple picture prompts
- learn to read words using 'Fred Talk' (sounding words out) to start, then as they progress without 'Fred Talk'
- read stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions
- learn to write the letters/letter groups which represent 70+ sounds.

- learn to spell words by saying the sounds in 'Fred Talk'
- write simple and complex sentences

Curriculum, Teaching and Learning Guidance

At St Marys' Catholic Primary Academy, we follow the RWI programme for phonics to get children off to a confident start with their literacy and language. RWI is a teaching method based on phonics (the units of sound within words) and we teach children to recognise and apply the phonics in both their reading and spelling. Evidence suggests that fidelity to a well-structured and systematic phonics scheme is the best, and fastest way of teaching children to decode. Read, Write Inc also supports children's ability to read high frequency, common exception words as well as teaching the skills required for effective comprehension of a text including vocabulary knowledge, reading fluency and inference and deduction skills.

Assessment

Teachers use assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments ensure that no child falls behind.

All Year 1 children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the previous year's pass mark of 32 out of 40 will be given support and intervention programmes in Year 2, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching in the first term of year three – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme. Planning for phonics will be done separately from English but with the understanding that good phonics teaching should link to the literacy needs of the children within an English lesson and across the curriculum.

Interventions

Any child who is not making expected progress within RWI will be given additional 1:1 tutoring in phonics. These interventions follow a set structure based on the RWI 1:1 Interventions set out in the RWI Handbook. The Reading Lead will specify which children require which interventions based on half termly analysis of RWI assessments.

Inclusion

All Read Write Inc lessons are pitched at the appropriate level for the needs of the pupils in the group, as groupings are based on assessment of children's prior phonics knowledge. For children with significant additional needs, smaller groups and/or 1:1 support is provided. The RWI scheme uses a combination of pictures and rhymes/phrases to support children to remember the sounds being taught, and the direct instruction format of the lesson's further aids children with EAL and SEND to retain the learning.

Key stage Two

Fresh start is used for 1:1 or small group interventions.

Common Exception Words

Children are taught high frequency words that do not conform completely to grapheme-phoneme correspondence rules. We call these 'tricky' words. Children are specifically taught the 'tricky' part of the word and strategies to remember this. They are taught to apply their knowledge of these words in reading and writing.

Classroom Environment

In Reception and each KS1 class, is an appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning. The displays reflect the letters and sounds that the children have been taught. This working wall is updated regularly. Phonics mats are available in lessons to support children's early writing across the curriculum. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print.

Phonics across the Curriculum

Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning. Planning ensures each phonics session shows evidence of new learning not just consolidation

Reading scheme

RWI reading books that match the sounds learnt, allow children to consolidate and apply their phonics knowledge. Children are matched to books that include graphemes and tricky words children have been taught.

Homework

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At St Mary's Primary Academy, we are fully committed to strong partnership working between home and school. It is our policy to send phonetically decodable reading books (ref. Reading policy) home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading diaries. Regular reading at home should enable the children to use segmenting and blending techniques learned in phonics sessions. In EYFS, the children have sound cards that link to the week's phonics learning.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the English Leader, on behalf of the Head Teacher and Governors.