

# Sabden Primary Policy



## Phonics (Reading) Policy

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### Subject Statement

Aspects of the 2014 National Curriculum for English that are applicable to the early stages of the teaching of reading, aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

At Sabden Primary, we strive to teach children to read effectively and quickly using the Letters and Sounds Approach (Phonics) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Through daily phonics we aim to teach children to decode and then read, we aim to teach children from Early Years up to Year 2 to:

- apply their phonic knowledge and skills as the route to decode words

- respond speedily with the correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes
- read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught
- read common exception words, noting unusual correspondences between spelling and sound
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read words of more than one syllable that contain taught GPCs
- read words with contractions and understand that the apostrophe represents the omitted letter(s)
- accurately read aloud books, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading
- read most high-frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words
- spell words containing each of the 40+ phonemes by segmenting the sounds in words
- spell common exception words correctly
- add prefixes and suffixes to previously taught words
- spell effortlessly, and with confidence, so that all their focus when writing can be directed towards composition
- make phonetically plausible attempts to spell words correctly
- select the correct GPC for words that contain sounds that have more than one GPC  
– e.g. ay, ai, a-e etc.
- form each letter correctly and encourage correct entry and exit points, orientation and letter size.

At Sabden, these skills are embedded within daily phonics lessons. By focussing on the teaching of reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

These principles and features characterise our approach to the teaching of reading by:

- Teachers teach reading/ phonics using Letters and Sounds; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.

- Pupils are taught within small ability groups, across year groups, which reflect their performance in phonics assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.
- Staff have all the resources needed to teach reading and they follow detailed lesson plans based on Letters and Sounds. This ensures the consistency of the teaching of reading, in every reading lesson, irrespective of the teacher.
- Teachers attend in-house CPD sessions, where they have the opportunity to learn about pedagogical changes, new resources and to observe and practice specific parts of the teaching process.
- Regular assessment ensures that pupils are taught in ability groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention.

We assess all pupils from Reception to Year 2 using PhonicsPlay Assessment materials. We use this data to assign them to their correct reading group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points. We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1; we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using KLIPS) and in Year 2 (using the statutory KS1 Reading assessment materials). Pupils in KS2 that are still acquiring word reading skills, continue to be part of catch-up phonics sessions such as Fast Track Phonics. The impact of high-quality synthetic phonics teaching, coupled with vigorous assessment procedures ensures that attainment of Sabden Primary pupils is well above that of the Lancashire and National Standards.

## Teaching and Learning

Daily **Nursery** Phonics lessons start on entry to the unit. Children have a short, age appropriate phonics session, where they take part in Phase 1 activities such as listening walks and sound bingo. Throughout the day continuous provision is provided for phonics including focussed activities such as matching letters and sounds. Children progress onto learning to form the corresponding graphemes for the sounds they may have been taught.

**Reception** phonics teaching starts immediately children enter reception class. Children are organised into phased, ability groups based on their phonic knowledge, ability to orally blend taught phonemes and read simple CVC words. This ensures the correct level of support, challenge and progression in the teaching of reading in Reception. Five phonics sessions are taught every week and each lesson lasts for approximately 30 minutes.

Daily **KS1** phonics sessions commence at the start of the academic year; children are grouped by their phonic knowledge as well as their reading accuracy, fluency and comprehension. Five lessons are taught every week and each lesson lasts for approximately 30 minutes.

Both the Reception and KS1 Phonics sessions follow a typical and established teaching and learning sequence:

**Introduce:** e.g. We are learning the new phoneme y and how to read and write it

**Revisit:** e.g. Practise GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ll, ss, j, v, w, x Play Flashcards Sing the alphabet song and point to each letter as you sing.

**Teach: Teach the new phoneme y with actions.**

**Practise:** Play Buried Treasure. Words: yap, yes, yet, yell, yum, yud, yem, yock, yit

**Apply:** e.g. Hold up captions on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together.

*Yes! I can get a pet. Yum! It is jam. A dog can yap.*

**Assess:** Teacher makes notes to inform progress, future planning

## Assessment

### 3.1 Assessment for Learning:

Throughout each session children have the opportunity to ‘teach’ each other, practise and rehearse their phonics with their peers. In this way, they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions.

Assessment is a critical element of our programme. The teachers’ assess:

pupils’ phonic knowledge

- the speed at which pupils are able to read the text

- their understanding of the stories they read

### 3.2 Formative Assessment:

Daily formative assessment opportunities are built into every phonics lesson. Choral Response group work, partner work, the small class size allows teachers to evaluate pupils’ Phonic knowledge and hence modify the pace and focus of their lessons. Formative Assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the Phonics Lead/ SENCo to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy progress) to allow such pupils to change group.

### 3.3 Summative Assessment:

All pupils are assessed every half term, or more frequently for those making speedier progress. The assessment is conducted by the Phonics Lead and staff and the materials assess a pupils’ sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read

common exception words. Pupils reading fluency is also evaluated. Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups.

Summative assessment is used to update phonics tracking sheets, which monitors pupils' progress over time. Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening updates or more specific meetings with parents.

#### 4. Planning and Resources

Planning is minimised as we follow the PhonicsPlay planning scheme, which is based on Letters and Sounds. This ensures consistency across the program, as well as freeing up time for teachers to source additional resources etc. to make the lesson come alive to the class.

#### 5. Organisation

Teachers follow PhonicsPlay lesson plans and ensure that the lessons are taught at a good pace to ensure that all children are engaged and involved in the lesson. Children are praised for their contribution to lessons, reading and effort so that a very positive and respectful teaching environment is maintained. Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task. Use of effective partner work, turn-taking and children taking on the 'teacher role', means that children have an active role in all parts of the lesson. We teach pupils 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 pupils' poor articulation, or problems with blending or alphabetic code knowledge. Teachers demonstrate their enthusiasm and passion in the program and this has a very positive impact on the teaching and learning environment.

#### 6. EYFS

##### Nursery

Phase 1 Letters and Sounds activities are broken into seven different aspects:

Aspect 1 - Environmental Sound Discrimination

Aspect 2 - Instrumental Sound Discrimination

Aspect 3 - Body Percussion Sound Discrimination

Aspect 4 - Rhythm and Rhyme

Aspect 5 - Alliteration

Aspect 6 - Voice Sounds

Aspect 7 - Oral Blending and Segmenting

The purpose of these different aspects is to develop students' language abilities in the following ways:

- Learning to listen attentively
- Enlarging their vocabulary
- Speaking confidently to adults and other children
- Discriminating between different phonemes
- Reproducing audibly the phonemes they hear
- Using sound-talk to segment words into phonemes

Initially, during the autumn term children develop a love of language and enjoy listening to stories.

## Reception

During the first few weeks of Reception, a baseline assessment is completed to enable

the Phonics Lead to determine the phonic knowledge of each child. Because of this assessment, classes are split into small ability groups. Children that know no or very few sounds, learn the Set 1 sounds from the beginning, in very small groups, with a focus on repetition and phonics talk. Children that know some sounds, are taught unknown sounds then also progress onto assisted blending. Children that know many sounds, but can't orally blend, focus on learning the technique of assisted blending and then to quickly progress to independent blending. Those children that can orally blend and read CVC words, focus on using known sounds to independently blend words containing 3 or more sounds. Reception pupils learn sounds and the corresponding grapheme, or groups of letters which represent each phoneme. Simple mnemonics help children to quickly grasp this phoneme-grapheme relationship. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily.

## 7. KS1 and KS2

In Key Stage 1 pupils work within ability groups, across both year groups (Year 1 and Year 2 children), which reflect their performance in phonic assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and 'tricky words'; so they experience success and gain confidence that they are readers. Pupils are re-assessed every half term and the groups are reorganised accordingly.

## 8. Equal Opportunities

At Sabden Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. The school works to ensure the active participation and progress of all children in their learning. All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable

## 9. Inclusion

All pupils are entitled to access phonics resources and teachings at a level appropriate to their needs arising from race, gender, ability or disability. A range of inclusion strategies, are embedded in practice and teachers are aware of the special educational needs of the children in their phonics group, as well as those who have English as an additional language.

The 2014 National Curriculum states that:

'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who

are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.' Pupils making accelerated progress will move groups to ensure that an appropriate level of challenge is provided. Pupils that need additional support to consolidate their phonic knowledge and its application will generally be taught in smaller groups where they have the opportunity to consolidate their knowledge prior to moving onto the next stage. If appropriate, further intervention will be provided to support their phonic development. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

## 10. Role of the Subject Leader

The Phonics Lead:

- oversees the assessment of all Reception & Key Stage 1 pupils, reviews assessment data to organise pupils to the correct groups
- provide teachers with a list of graphemes that their group requires consolidation of
- assigns teachers to phonics groups
- 'drops in' on phonics groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary model lessons, team-teach and coach existing and new staff.
- organises Phonics/ Reading Development and training sessions for all staff
- ensures that all staff are trained in teaching Phonics
- strives to not have her own reading group but covers for staff absence, assesses, models and coaches teachers
- liaises with the Head Teacher regarding groupings, teaching spaces, staffing, training, progress, additional support and other relevant matters
- is responsible for reporting to the governors about the quality of teaching and learning and the impact on standards
- tutors children one-to-one and trains TAs to do the same
- meets with the phonics team, every half term for at least 30 minutes, focussing on the coaching, modelling and the development teaching of one aspect of the teaching of phonics, to ensure that it is taught to a consistently high level across the school.
- organises regular workshops with parents
- liaises with class teachers to discuss the progress of children in phonics
- provides class teachers with a report on children's phonics grouping, any sounds needed to be consolidated and also any additional comments
- ensures a statement about a child's reading ability is written and included in the child's end-of-year report

## 11. Parents

In Nursery and Reception, whilst children are learning sounds at school, children will have the opportunity of practising the sounds that they have learned at school with their parents/carers. When children can blend independently, phonic based reading books will be sent home so that children can read these books to their parents. We have a 4-day plan to read storybooks so children will read their book several times before the book is changed. This is because each read through of the book focusses on specific skills; decoding, reading with expression, accuracy and fluency as well as reading for comprehension. We also send home a list of irregular words (red words) that need to be known by sight and cannot be decoded using common graphemes.

We invite Nursery, Reception and Year 1 parents/carers to initial meetings at the start of every academic year and we hold workshops, during the year, to show how parents can support their children to read at home, depending on which stage of the phonics stage they are on. We also hold a Phonics Screening Check meeting for Year 1 parents, during the spring term, to help parents understand the PSC and suggest ways to best support their child at home. We encourage parents to help their child learn to read.

School shares access to PhonicsPlay resources with parents.

Parents are informed of their child's progress during Parents' Evenings in the autumn and spring terms and in the annual end-of-year report.

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