



Lindfield Primary Academy Reading / Phonics Policy

ENGLISH CURRICULUM STATEMENT

At Lindfield Primary Academy, we are passionate about reading and believe that confidence in reading 'is one of the main resources we have for showing children what words can do.' (Barrs and Cork, 2001). Our priority is to promote a life-long love of reading which will in turn support children on their journey to becoming confident writers and 'allow them access to the full curriculum on offer.' (Ofsted 2019)

Quality texts lie at the heart of our curriculum. We believe that 'It is through being immersed in quality literature that children begin to realise the power of words and imagination in making stories come alive.' (Meek, 1998). The wide variety of texts we use across each year group not only underpin children's learning in reading, writing, speaking and listening, but enhance and underpin learning across the wider curriculum.

OUR CURRICULUM INTENT FOR READING

We are determined that every pupil will learn to read, regardless of their background, needs or abilities.

With these aspirations, our INTENT for the reading curriculum is:

- To ensure all children are able to read easily, fluently and with good understanding
- To ensure that all children make sufficient progress to meet or exceed age-related expectations.
- To enrich children's reading experiences through immersing them in quality literature
- To provide consistent and progressive phonics teaching in the early teaching of reading
- To promote reading for both pleasure and information
- To enrich children's vocabulary
- To develop understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- To ensure children are able to write clearly, accurately and coherently, adapting their language and for a range of contexts, purposes and audiences as modelled in their reading
- To ensure the continual development of pupils' confidence and competence in spoken language and listening skills; asking and responding to questions and participating in discussions, demonstrating understanding of what they have read

- To develop an appreciation of our rich and varied literary heritage through the celebration of quality texts across a range of genres, including a balance of old and new classic texts, poetry, non-fiction across the curriculum, stories, rhymes and new and popular authors
- To ensure children have the opportunity to use reading for research to enhance understanding across all subjects
- To set ambitious expectations for reading at home

CURRICULUM IMPLEMENTATION FOR READING

Overall, our approach to reading, phonics and writing is interlinked, purposeful and inspired by our creative curriculum. Learning is based on quality texts and authentic, engaging experiences. Reading and writing are both promoted and celebrated and children are encouraged to read and write regularly at home. Our classroom environments, displays and learning walls both support the learning process and reflect our literature rich experiences.

We are confident that our **rigorous approach to early reading** ensures children gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, giving them the foundations for future learning.

Staff are passionate about books and model reading expectations. Regularly updated staff book reviews are displayed on classroom doors. **Staff read aloud to the children daily** and the senior management team hold regular story sessions with every year group.

Consistently high expectations for reading and writing are maintained across all subjects and regular opportunities for writing in depth and detail in all areas of the curriculum are provided in each key stage.

We **value the importance of talk and discussion** as part of the reading and writing process. Collaborative work, shared reading and writing and parental engagement is actively encouraged.

Each class partakes in **'buddy reading'**. Classes are matched across the year group and time is designated for children to share books and read to or with each other.

Reading takes place throughout the curriculum. Children are encouraged to apply the skills they have been taught in focused reading lessons- such as guided or individual reading to reading texts that support their understanding across the curriculum.

Teaching in guided reading sessions, focusses on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading.

We pride ourselves on our literature rich environments. Every classroom has **stimulating and inviting book corners**, where children are encouraged to explore and organise their books.

Parents are informed of their children's progress and current learning, including ways to support their child through many communication channels including whole school meetings, year group meetings and home school diaries.

Phonics

We follow the synthetic, systematic phonics programme Read Write Inc. in Early Years and key stage one which exceeds the demands of the National Curriculum and ensures that all pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations. Phonics books are closely matched to the children's increasing knowledge of phonics and 'tricky' words. Further opportunities are given across the curriculum to reinforce and apply phonic knowledge through contextualised work with quality texts.

Phonics sessions take place daily between 10-45- 11.15am for years 1-2 and 11.15-11.45 in Early Years. Children are grouped according to ability.

Rigorous assessment takes place every 6-8 weeks and the English lead tracks all children's progress carefully across year groups. After Christmas, year one do half termly phonics screenings and update Target Tracker with results to identify children who require additional support.

Parents are informed of their children's progress and current learning focus at every assessment point.

Rapid one to one and small group interventions with trained staff ensure quick catch up for children identified as not making expected progress. Additionally, children who have not met the expected standard in the phonics screening are carefully tracked to ensure success at the end of key stage one.

All staff receive **regular training in the teaching of systematic, synthetic phonics.**

All classes display speed sounds charts to aid children's spelling.

Library

Pupils visit the **school library** regularly for reading time and for borrowing books. The library is also opened up after school to allow parents to come and help their children choose new and exciting books. Additionally, the library hosts a popular magazine corner.

West Sussex Library Service provide quality texts for each Year group, chosen to match each term's class topics and continually update our library with a vast range of texts.

Key stage two pupils lead regular story time sessions in the library for key stage one children to promote reading and use of the library.

Our library monitors help organise and promote books and work alongside the library manager to ensure purposeful use of the library.

Early Years

In Early Years, developing the skills of early reading is a priority. Whole class, short phonics sessions take place every morning from the children's first full day at school. After the first half term, children are grouped according to their phonic ability across the year group. During the summer term, children transition to phonics groups merged with key stage one.

Children **take home decodable texts closely matched to their phonic ability from our wide range of book banded books.** Additionally, children choose books from the book corner to take home and share alongside the decodable texts sent home to support their phonic knowledge. Information sheets on new sounds and words taught are sent home weekly so parents can support learning at home.

A wide range of quality texts are promoted throughout the learning environment- both inside and outside. Children are read to throughout the day and opportunities for the children to share, listen to, act out, re-tell and read books are provided and encouraged. Book corners are stimulating and accessible, owned and loved by children, indoors and outdoors.

Reading behaviours are modelled and familiar texts are read often. Children are encouraged and supported to join in with repeated refrains and learn stories 'by heart.'

Children have the opportunity to read to an adult on a one to one or small group basis at least once a week.

Home school diaries **communicate reading progress between home and school**, and include teacher and parent feedback.

Opportunities for independent writing and role play linked to familiar texts and personal experiences are provided in all areas of the learning environment, both inside and outside.

Parent workshops are provided to encourage and support early reading and highlight the importance of reading regularly at home.

Key Stage 1

Children in years 1 and 2 take part in **daily 30 minute phonics lessons.**

Guided reading sessions take place 4 to 5 times a week in the form of carousel activities. Each purposeful activity is carefully planned to ensure each group is making progress. The activities are linked to the texts the children are reading and promote the independent application of skills previously taught. A carousel approach ensures that all children have the opportunity to read regularly in small group situations with the teacher or teaching assistant. The focus is to develop children's decoding, fluency and reading comprehension through asking questions, making predictions and summarising information.

Regular opportunities to read to an adult on a one to one basis are also provided. This can take the place of guided reading sessions.

Key Stage 2

Whole class reading sessions take place 3 times a week. As transition from Key Stage One, carousel activities take place in the Autumn term of year 3. From then on, **reading sessions are whole class across Key Stage Two.** These sessions **develop pupils' contextual understanding through exposure to interesting, authentic literature and cover a range of genres- including poetry, animation, fiction and non-fiction.** Children are supported to analyse texts and focus on author craft & language features and how they can use it to improve their own writing.

Whole class texts are often linked to class topics and are chosen to support vocabulary and subject knowledge in other areas of the curriculum.

Read Write Inc. Literacy and Language units can be used for fluent readers in years 2-6 developing children's ability to read, write and discuss texts with maturity.

Read and Respond units of work can be used for whole class reading activities.

Our year 6 children have the opportunity to **visit our local secondary school, Oathall and take part in a book club run by year 9 pupils.**

Assessment

Assessment for learning is ongoing. Staff assess attainment in reading every term to update 'Target Tracker' using evaluations made on their planning and guided reading sessions and assessments of comprehension and independent learning the children have produced – either written or verbal.

NFER reading tests are used to track children's reading progress across years 2-6. Analysis of these results provide the basis for reading interventions. Additionally, year 6 do half termly past SATS papers to track progress and identify areas for catch up. Year 2 begin to use questions from past SATS papers in the Spring term.

SEN, EAL, Interventions and fast catch up

Quality first teaching supports all children to achieve.

The English lead and SENCO work in close partnership.

SEN Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress. Progress is measured and tracked to ensure they are catching up with their peers.

Additional teaching and support is provided through 1:1 reading with an adult, the Big Cat reading programme, extra guided reading in small groups and daily "Catch up" phonics sessions.

In KS2, additional teaching is provided through regular 1:1 reading with an adult, pre-teaching of key vocabulary to support children's understanding and the "Fresh Start" Literacy programme. Targeted comprehension and fluency sessions take place throughout the week in small groups. Resources from websites such as 'Once upon a picture', 'Literacy Shed' and 'I Love Reading' are used to support children.

Identified children are carefully tracked through pupil progress meetings and using TT data, phonics results and NFER analysis.

'Barrington Stoke' books are available in classes and the library. The short, sharp, age appropriate content is matched to the age of the reader not their reading level. The dyslexia-friendly fonts are specially created to make reading easier. Accessible layouts and spacing stop the page from becoming overcrowded and heavier paper with a gentle tint helps reduce visual stresses.

Pupil Premium

Pupil Premium children, in addition to classroom interventions, access individualised provision; this may take the form of Beanstalk readers (1:1 with an adult), RWI, holiday challenges, book clubs and targeted small group support on key elements of their learning.