

Burton Leonard Church of England (VC) Primary School



Phonics and Reading Policy

2022-2025

Intent

There is an expectation that all children will be fluent readers having secured word recognition skills by the end of Key Stage 1. We adopt a determined approach to teaching phonics and reading to ensure all children have the fluency and automaticity required to access all reading material, initially learning to read with this opening up the avenues of opportunity to read to learn.

Implementation

Reading consists of two dimensions: word reading and comprehension. Quality teaching of early reading is essential for children to develop competence, fluency and automaticity when decoding and recognising familiar and unfamiliar words. Phonics is taught systematically in EYFS and Key Stage 1. Our systematic, synthetic phonics programme, Bug Club Phonics, is designed to teach children to read, spell and write. Children are taken through the phases of blending and segmenting words to develop reading, spelling and writing skills. Bug Club Phonics termly milestones are outlined to ensure timely progression.

Transitions from year groups are well planned and children's fluency and comprehension continues to be systematically developed across school through a wide range of high quality reading material.

Teaching of Phonics

Teaching of phonics helps pupils to build essential phonic knowledge and skills:

- blending decodable words
- sight reading of high frequency and tricky words
- segmenting decodable words
- spelling of tricky words

EYFS and KS1 children receive a daily 30 minute phonics lesson. A blending/reading focus and a segmenting/spelling focus are used to teach each new phoneme that is introduced. Lessons follow a consistent structure:

- introduction and alphabet song
- revision
- lesson
 - sound
 - visual search
 - reading

- spelling
- writing

- wrap-up

Children who need additional support in their phonics knowledge are targeted to ensure gaps and misconceptions are securely addressed. Identified children also receive a small group 20 minute additional phonics lesson each day. This includes KS2 children who have gaps or require consolidation in their phonic knowledge.

Phonics in Year 2 moves on to have a stronger emphasis on spelling, later becoming a Grammar Punctuation and Spelling session as in Key Stage 2. We use the North Yorkshire spelling sequences of learning for Years 3 – 6.

All teachers including support staff across school receive regular reading and phonics training by external providers (English Hubs, HART Alliance, NYCC English Subject Leader Networks and Bug Club Phonics) and the ESL. Phonics lessons are monitored termly by the ESL to ensure quality teaching that is consistent with the school policy.

There is consistency in resources used across school.

Teaching of Reading

At Burton Leonard School, we have developed an approach to teaching reading that systematically develops phonic knowledge, word comprehension, fluency and automaticity, prosody and text comprehension. All children in EYFS and KS1 and Year 3 are heard to read in guided reading groups three x 20 minutes per week. Children in Years 4, 5 and 6 are heard to read individually. Time is also designated to hearing identified individual children read to additional adult helpers.

EYFS and Year 1 Guided Reading

In EYFS and Year 1 Pearson Phonic Bugs phonically decodable reading books are banded into phonic phases 1 to 5. The phonic progression of these decodable readers matches the phonics progression of the Phonic Bugs programme. The teacher carefully selects the reading book, ensuring they match the children's secure phonic knowledge enabling them to transfer and apply their phonic knowledge. The books may contain a small number of "exceptions", (tricky words), but these will be ones already taught as part of the programme.

In EYFS and Year 1 teachers and teaching assistants lead 5 guided reading sessions a week. During guided reading the children work in small ability groups with the teacher or a teaching assistant. A fortnightly timetable ensures the teacher hears all the children read over this period of time and the teacher and the teaching assistants will stay with the same groups for the week. Each reading session will maintain a clear focus on vocabulary and decoding, prosody then comprehension so that children can build up these skills focusing on one at a time, without the risk of overloading their working memories.

- Session 1 –Vocabulary/Decoding

The teacher/teaching assistant will practise the phonemes and tricky words which will appear in the book. These are ready prepared on flashcards to ensure strong delivery and maximise the children's engagement.

The teacher/teaching assistant will discuss and ensure understanding of any unfamiliar vocabulary in the book and discuss title, front cover and what the children think the book is going to be about. The children will then read the book independently; the teacher/teaching assistant will move round their group "tapping in", so they can hear each child read.

- **Session 2 – Guided Prosody**

The teacher/teaching assistant will re practise the phonemes and tricky words which will appear in the book. The teacher/teaching assistant will revisit, discuss and ensure understanding of any new vocabulary in the book. The teacher/teaching assistant will model reading with prosody (fluency and expression) and ask questions regarding how it is influenced by the punctuation, type style, mood.

- **Session 3 – Comprehension**

The children will then read the book independently; the teacher/teaching assistant will move round their group "tapping in", so they can hear each child read. The teacher will present comprehension questions which are outlined at the back of the reading book.

The children will then take the reading book home to read with parents and at this point children will be reading the reading book with fluency.

A book from our library will also go home to encourage a love of reading, in addition to the fully decodable book. The different purpose of these books will be made clear to parents.

Year 2 and Year 3

All children in Year 2 and 3 have a guided reading session 3x per week on a fortnightly rolling programme. Some children in Year 2 continue to read Phonic Bugs decodable readers until they reach a proficient level of reading. Their reading sessions include vocabulary and decoding, prosody and comprehension as EYFS and Year 1.

Children in Year 3 will engage in a weekly guided reading comprehension session centred around 'Reading Explorers'. Reading and questions are prepared to develop a particular skill within comprehension; retrieval, clarifying, summarising, visualising, inferring, deducting, predicting, and questioning. Comprehension skills are built on throughout the year with the sequence of learning demonstrating a focus on one particular comprehension skill.

In addition, Year 3 children will read a book in a guided reading group. Teachers and teaching assistants listen to guided reading groups and link questioning to our comprehension focus that week. This is recorded in guided reading group folders. The children will then take the reading book home to read with parents and at this point children will be reading the reading book with fluency.

When children are not guided reading with an adult, they will re-read their guided reading book or their library book developing independent reading skills.

Year 4, Year 5 and Year 6

Children in Years 4, 5 and 6 will engage in a weekly guided reading session centred around 'Reading Explorers'. Reading and questions are prepared to develop a particular skill within comprehension; retrieval, clarifying, summarising, visualising, inferring, deducting, predicting, and questioning. Comprehension skills are built on throughout the year with the sequence of learning demonstrating a focus on one particular comprehension skill.

In addition the children have an individual reading book. Guidance and support is given to aid selection from highly skilled teaching assistants. Children read this book in dedicated reading time between 1.00pm – 1.30pm each day. Teachers and teaching assistants listen to individual children read from their book and link questioning to our comprehension focus that week. This is recorded in individual reading folders.

Year 4, 5 and 6 children have a class text around which English lessons are focused. English activities based around the chosen text are recorded in individual reading journals.

Family Involvement and Reading At Home

At Burton Leonard we set the expectation high in terms of family involvement in their children's reading and learning. We expect families to engage in meetings and workshops to help them to support at home.

EYFS and Year 1 families will have training on the use of phonically decodable text and the library book so they know how to share these books at home. There needs to be a clear difference between being read to and reading fully decodable reading books. The phonically decodable books are sent home with a "How to" guide, with families expected to follow the same reading sequence at home as we do in school. Comprehension and understanding of vocabulary will be a priority. We expect children to read and re-read these books at home to secure their phonics knowledge and build fluency, word and text comprehension, automaticity and prosody.

All children across school will have a reading record book. Children are expected to have their reading records in school and to take it home every day. We maintain high expectations that children should be heard reading and re-reading their reading books for fifteen minutes every day and have stories read to them at home. Families across school are expected to write comments in their child's reading record to show that they are reading daily and as a way of communicating with their child's teacher about their reading.

Reading for Pleasure

At Burton Leonard we have a strong ethos around the importance of reading. We have high standards towards teaching reading but also recognise how vital it is to have opportunities to read for pleasure. Each class enjoys listening to a class story daily. These books are carefully chosen in order to reflect the curriculum, expose children to a broad range of vocabulary and to provide purposeful opportunities for discussion.

In each year group there are ten core titles for children to hear, read and be familiar with by the end of that year. Staff research, the children and valuable input from the Little Ripon Bookshop have fed into the informed choices of texts.

In Class 1 a family member and school librarians are invited to come into the classroom to be the “Secret Storyteller” and share books their children or grandchildren enjoy at home.

Every Monday after school children from Years 4, 5 and 6 can be part of our ‘Books and Buns’ children’s book club. Children enjoy reading and discussing highly acclaimed books written by award winning authors. They also have the opportunity to make a termly visit to “The Little Ripon Bookshop” where they receive top tips from Gill on the best of the latest new releases.

Links with “The Little Ripon Bookshop” are invaluable to both children and staff in school. The children are often invited to visits by authors and Gill annually visits all classes in school to share her recommendations for good reads.

At Burton Leonard we have a library where books are carefully selected. Fiction books are categorised into 4-7, 6-9 and 8-11 age bands. A wide range of high quality non-fiction books reflect the school’s overall curriculum. All children in EYFS to Year 3 have a fortnightly library session. A teaching assistant, the Library Grannies and pupil librarians will help them choose a quality text. Children in Years 4, 5 and 6 have the daily opportunity to access the library with the support of a highly skilled teaching assistant.

Assessment

Reading assessments across the year take various forms, both formative, summative and diagnostic.

- Daily phonic session teacher assessment
- Bug Club Phonics milestones assessment at the end of each phonic phase
- Termly tracking and analysis of reading, spelling and phonics
- Analysis of lower 20%; diagnostic assessments are used to assess specific skills or components of reading such as phonemic awareness, phonics skills, and fluency. The results of diagnostic assessments inform teaching and intervention

Impact

Research evidence on reading for pleasure (Education standards research team May 2012) shows that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations. Reading for pleasure is also associated with better sleeping patterns. Reading inspires creativity, critical thinking, increase empathy through immersion in seeing situations from various characters perspectives, and develops a deeper understanding of language. Reading keeps our brains healthy and alert and has a positive impact on our mental well-being.

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