



**Kidmore End CE Primary School**

**Phonics and Early Reading Policy**

**2021-2023**

<b>Owner:</b>	<b>Kidmore End CE Primary School</b>
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## **Kidmore End School** **Phonics and Early Reading Policy**

### **Intent**

At Kidmore End Primary School, we believe that it is essential that **all** children become confident, successful, fluent readers. To do so, we aim for all children to develop competence in word reading; promote and develop language; and ensure that throughout their time at Kidmore End Primary School they experience a range of high-quality texts leading to a strong reading culture and to a love of reading. We believe in the importance of teaching children systematic synthetic phonics as a firm foundation for reading. Being able to read most words 'at a glance', supports children in being free to focus on the meaning of what has been read.

We intend for all pupils to achieve to their full potential and will ensure this happens by:

- Following a systematic synthetic programme with fidelity
- Ensuring that all children participate in high-quality phonics sessions
- Tracking children from the start to ensure that no child falls behind
- Ensuring all staff are experts in the teaching of reading
- Appointing a designated phonics lead
- Developing strong relationships between home and school
- Promoting a love of reading
- Ensuring children apply their phonic knowledge in reading and writing across the full curriculum

### **Implementation**

In KS1 we follow the Rising Stars Reading Planet Rocket Phonics programme which is a fully resourced systematic synthetic phonics programme. Rocket Phonics combines the alphabetic code knowledge and skills that are needed to learn to read and write, with language-rich children's literature. This approach will embed phonics in context, and support a love of reading and writing from the outset.

Organisation:

- At Kidmore End Primary School phonics is taught daily in KS1 by teachers who are fully trained to teach phonics. The class Teaching assistants are also fully trained and can support and deliver phonics as needed. The phonics programme is started at the beginning of the Reception year.
- In Reception, phonics is taught in the morning, as a whole class. At the start of the academic year, the phonics lesson lasts 30 minutes, increasing to 60 minutes as the year progresses. Each lesson begins with a teacher input. The children then go into smaller groups to apply their learning. To begin with, 2 sounds a week are taught and the phonics programme alternates between blending and segmenting to ensure these skills are embedded as progress is made through the programme. All children complete a phonics workbook as part of their phonics teaching and learning. By the end of Reception, children will have an hour of phonics a day through a variety of activities throughout the day.
- In Year 1, phonics is taught in the morning, as a whole class. The phonics lesson lasts between 40 to 60 minutes and begins with a teacher input. The children then go into smaller groups to apply their learning.
- In Year 2 and into lower KS2 many children will be working on the NC expectations for spelling and phonics. Where children need additional support, phonics is taught using the Rocket Phonics resources in small groups or 1:1 if necessary.

- Rocket Phonics is an online programme with many e resources which can be assigned to groups of children or an individual child, so lends itself to the remote teaching of phonics if necessary.

#### Expectations:

- Children are taught 50+ graphemes that represent 44 speech sounds
- Children are introduced to a selection of unusual words using GPC's not yet introduced
- Children are taught to blend to read words and sentences.
- Children are taught the necessary skills for handwriting so that letters can be formed correctly including lower and upper case.
- Children are taught to segment and blend to write words and sentences.
- Rising stars Target reading books and Rocket phonics reading books are used for children to practice decoding. Some Oxford Reading Tree books are also part of our reading scheme and are carefully aligned to the Rocket Phonics progression. There is a range of fully decodable Fiction and non-fiction books for children to read at school and to take home.
- Children will have lots of opportunities to read throughout the day at school. This will range from 1:1 reading to sharing a big book as a class.
- Please see page 42 of Rocket Phonics Teaching Guide 1 for the Half termly expectations from Rocket Phonics for YR and Y1.
- In Year 2, children follow the expectations for phonics and spelling in the National Curriculum.

#### Progression:

- In KS1 the phonics programme follows a clear path through the code- please see page 41 of the Rocket Phonics Teaching Guide 1

#### Teaching sequence:

- See page 15 of the Rocket Phonics Teaching Guide 1

#### Pseudo words:

- Pseudo words or nonsense words are used in the year 1 phonics screening check. The Rocket Phonics programme does not discreetly teach pseudo words, but teaches children the phonics skills to decode any words they come across. In preparation for the screening check, children are introduced to pseudo words in year 1.

#### Vocabulary

- Through the Rocket Phonics programme, we will expose children to words they can decode but are not yet familiar with so extending their vocabulary.
- Vocabulary rich environments are promoted at Kidmore End Primary School. Children are introduced to new vocabulary through a range of stories and conversation opportunities. Vocabulary development is also encouraged through valuable teacher interactions.

#### Terminology

- Specific phonics terminology is used with children across the school and is regularly shared with parents. see Rockets Phonics glossary on page 13 of Teachers Guide 1

#### Environment and resources

- Rocket phonics resources such as flashcards, workbooks, sound cards and friezes are used throughout Reception and KS1 for consistency and into KS2 where appropriate

### Blending and segmenting

- We follow a consistent approach from all practitioners alternating between blending and segmenting
- The use of strategies such as oral blending and segmenting, modelling, scaffolding and moving towards independence. We follow the approaches outlined on pages 20 and 21 of the Rocket Phonics Teaching Guide 1.

### Common exception words (tricky words)

- Will be taught within the SSP programme and will link with the reading books sent home and weekly spellings in KS1.
- Children are introduced to these tricky words right from the start of the programme and are taught how to read and write these tricky words. Flashcards are used in school and are sent home too. Repetition through the use of the flashcards is used to help embed these tricky words right from the start.

### Decodable readers

- Children have access to decodable readers from the start of our reading scheme at Kidmore End.
- Decodable reading books are assigned to children to read out loud to an adult. Reading books are read at school and are taken home too. Children are encouraged to read at home daily and progress is recorded in the reading logs.
- Alongside the decodable reading book, children will be offered another high quality text, which may not be fully decodable to share at home.
- Children will read books matched with their phonic knowledge e.g. not encounter words containing GPCs or exception words they have not yet been taught at school as part of the Rocket Phonics programme.
- Books are changed approximately twice a week.
- E books can also be assigned to classes or individuals if needed during remote teaching.

### Dictation

- Dictation is used to enable the children to practice writing words to begin with then progressing to sentences. Words include only GPCs and exception words that have been taught in school.

### Enhancement offer

- In Reception, our phonics provision is enhanced throughout the day through conversations and interactions with the children which promote phonological awareness and development
- Children are encouraged to further their phonics skills through their independent learning through accessing phonics resources available through continuous provision both inside and outside. A phonics challenge table is updated regularly to match the current phoneme or tricky word being taught, offering further opportunities for children to apply their skills and knowledge.
- In Yr 1, children can access a phonics activity during continuous provision linked to the daily phonics lesson.
- Where appropriate, children may encounter GPC's not yet covered in the phonics programme, but will be offered the appropriate level of support and guidance as they encounter this.

### Challenge

- We extend children who are more proficient with the code by asking them to decode and encode words with more phonemes or polysyllabic words. Where appropriate, teachers may introduce the alternative phonemes for graphemes.

- Dictations could be used to extend to longer sentences or encourage children to develop their own.

Children at risk of reading failure:

Children who are at risk of reading failure are identified as soon as possible after the start of the teaching of the SSP programme. Children are profiled for SEND to investigate if there are any indicators as to why they are struggling.

- Regular observations and assessments to identify children who are struggling are made a priority.
- Support is targeted where needed during daily phonics sessions.
- Resources are adapted to support individual children
- Some children read daily.
- Where support is needed, immediate targeted practice is offered on the content from that day but also additional practice based on additional ongoing need such as blending and or segmenting.

Older children in KS2:

Children are profiled using the Rocket phonics assessment to identify any gaps in phonics knowledge.

In KS2, children who need additional support, continue to use the appropriate and age related rocket phonics programme and resources.

Regular assessment identifies gaps in phonics. This will include, but is not limited to, Rocket Phonics assessments and phonics screening, this identifies key areas for focus and helps to inform groupings. We aim to support these children on a regular basis for as long as they need it. This could be on a 1:1 basis, small group work or adaptations to the lesson such as extra dictation.

Home school links

- Regular open communication with parents as well as more formal opportunities to communicate such as reading logs, parents Evenings and reports.
- Yearly Phonics and reading parents afternoon
- Clear expectations for home- daily reading in KS1 and KS2 either to an adult or to themselves
- How to help your child with phonics and reading document shared with parents see additional document/appendix

CPD

To ensure that all practitioners are experts in the teaching of phonics, we ensure that regular training takes place for all teaching staff across the school, including any updates to the Rocket Phonics scheme. We ensure staff new to the school or new to key stages receive full training on the Rocket Phonics programme. Where staff need more support we share expertise amongst staff through learning walks, observations, and discussions in staff meetings. Staff meet regularly to plan together, share ideas and practise their phonics teaching. The online Rocket Phonics training package means that all staff have access to up to date training videos and resources.

## Assessment

All children will undertake the baseline assessment for Rocket Phonics at the start of the year in Reception, Yr 1 and Y2. Teachers will target these assessments towards specific children who need extra support in lower KS2.

Other Rocket Phonics assessments could include half termly assessments, pupil practice booklet assessments, and alphabetic code progress tracker, depending on the needs of the children.

Regular formative and summative assessment will be used to identify any children in need of additional support and practice and to inform weekly phonics planning. Additional support will be prioritised and planned to meet the specific needs of the child.

The Statutory Phonic screening check is carried out towards the end of yr 1.

Target tracker is used regularly to track progress.

## Monitoring, evaluation and development

We monitor teaching and learning in phonics through regular learning walks and observations. We also listen to children read regularly and the phonics and English leads undertake book and planning reviews. Findings are regularly discussed at staff meetings and areas of development are fed into the phonics development plan. These results are measured against the reading attainment of children nationally.

## Impact

Our data shows that our phonics screening scores are in line with or above the National Average. Pupil's state that they clearly remember strategies for early reading taught to them during their phonics lessons in Foundation Stage and Year 1. During a recent review from ODST, it was stated that reading is valued across the school and classrooms show a love of reading.