



READING AND PHONICS POLICY



Date: March 2022

Policy Review Cycle: Every two years

Review Assigned to: Kirklevington Primary School Local Governing Body

Reading and Phonics Policy

Kirklevington Primary School is a Rights Respecting School and this policy is underpinned by our continued work of our commitment to Unicef and the UN Convention of Rights of the Child.

This policy links directly to the following articles of the UN Convention of the Rights of the child:

Article 12 (Respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (Freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 (Access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Statement of intent

Kirklevington Primary School Whole School English Curriculum Intent

Our curriculum is designed to meet and address the needs of the children who attend our school. It is ambitious, inclusive, broad and balanced. It is designed to provide a progression of knowledge, skills and vocabulary with clear end points, at the end of key phases in school. The threads 'Be ready, Be Respectful and Be Safe' provide the intent of our curriculum design and are implemented throughout each subject.

Characteristic	What do we want to develop in our children at Kirklevington?	What does this look like in our School?
Be Ready	Be Ambitious – aim high, exposure to experts and role models, challenge provided in teaching knowledge, skills and vocabulary	<ul style="list-style-type: none">• We recognise that English is a key skill in life and that it provides the foundation for success in all areas. We aim to provide a highly quality English curriculum that is progressive and equips all children with the knowledge and skills needed to reach their full potential in life, regardless of their background, needs or abilities.• Our English curriculum is created, taking into account the voice of the children, so that they are motivated and excited to learn.• The English curriculum encourages cross curricular links and allows children to consolidate, practise and develop new skills in a variety of different situations, for a variety of different purposes.• In order to become competent and confident readers and writers, children need to learn early skills in phonics. We use a systematic, synthetic phonics programme called 'Little Wandle' Letters and Sounds Revised.• Reading is at the heart of all that we do. We encourage a love of reading and highly value it as a key life skill. We believe reading quality texts is essential for becoming a quality writer.• Adults read a variety of carefully chosen, high-quality texts to the children on a regular basis and we analyse a range of texts regularly to develop children's comprehension skills.• Throughout their time at school, we aim to immerse pupils in rich and diverse experiences, stimulating texts, and the work of a wide range of authors, poets and playwrights.• We aim to equip children with the necessary grammatical knowledge, skills and vocabulary to enable them to become articulate, communicating effectively and imaginatively through writing and preparing them for their future journey.• It is our intention to develop children's confidence and enable them to explore their imagination, developing their ability to produce creative, imaginative and high-quality writing.• We provide purposeful opportunities for reading, writing and discussion and teachers use a range of resources to engage and inform.• Writing is celebrated and displayed around school for others to enjoy.
	Be Independent - Prepared for now, the next	<ul style="list-style-type: none">• In English our aim is to ensure that every child becomes a proficient reader, writer and confident speaker by the time they leave Kirklevington Primary School – equipping them with the knowledge, skills and confidence they need for life.

	steps and for life	<ul style="list-style-type: none"> • We want children to master the skills of reading, but also a love of books and an enjoyment of reading for pleasure that will stay with them for life. • We provide language rich environments where English knowledge, skills and vocabulary are modelled by all staff. • Formative and summative assessment is used on a regular basis across the school to inform planning for children's next steps (support and extension) where analysis of teaching and learning takes place. • Children have opportunities to complete independent tasks, making their own decisions about the texts they read and the writing they produce. They are encouraged to discuss their choices with others. • Children are encouraged to select and use resources independently in the classroom to support their learning. • We aim to improve the confidence and competence of our children with speaking - as well as their listening skills. Children learn how best to articulate their thoughts, ideas and opinions, suited to the context. Children are encouraged to express their own thoughts, ideas and opinions in English lessons.
	Be Resilient – confident, develop self-regulation, well-being strategies and be problem solvers	<ul style="list-style-type: none"> • At Kirklevington Primary School, we foster a Growth Mind-set and encourage a 'Can Do!' attitude. • Children are taught to edit and improve their work in a safe and respectful environment, allowing them to build resilience. • Self-regulation and understanding of emotions is a part of day to day interactions and children are given time during speaking and listening sessions to discuss their emotions. • Children are exposed to a wide range of texts that are focussed around resilience, self-regulation and well-being and English lessons are often a time when the children can use their writing to promote confidence, and resilience. • School is a safe place where children are encouraged to express their worries, ask for help and are supported to develop skills to resolve things under their control. • Children are taught that change is a part of life and about setting small goals in English in order to achieve great things.
Be Respectful	Respectful behaviours – towards ourselves, our peers and others	<ul style="list-style-type: none"> • Children are taught to be respectful towards others when working together. • A selection of texts are used to help children understand what respectful behaviours are and being respectful towards others. These texts include a selection of stories from other cultures. • Children are taught to be respectful towards our resources and our books ensuring we look after our equipment. • Children are taught to be respectful by taking turns and listening carefully to others. • Children are taught to respect the views of others, even when they are different from them or may make different choices or have different personal beliefs.
	Respect rights RRSA – Understand our rights, how they affect our lives and rights of	<ul style="list-style-type: none"> • RRSA work is a thread throughout the curriculum. • Pupils are taught to understand that they have a voice and are encouraged to be global citizens. • They are given the opportunity to use their English skills to write letters (e.g to politicians), have debates and allow their voices to be heard.

	children globally, celebrating differences	<ul style="list-style-type: none"> Children learn about children's rights, on a local and global level.
	Respect the environment – our school, the community and the wider world	<ul style="list-style-type: none"> Children are exposed to a variety of texts that teach the children about the importance of respecting the environment. Children use their skills in English to research environmental issues, write persuasive texts to encourage people to be more environmentally friendly. They may write letters to politicians or local communities to highlight issues etc
Be Safe	Keep ourselves safe – know how to report concerns and worries, including with friendships	<ul style="list-style-type: none"> Our aim is for children to feel safe and confident in English lessons. Children are taught ways to seek help and are supported when finding English difficult. Children are taught to discuss any problems, using their speaking and listening skills appropriately to resolve any issues they may have.
	Being safe in the school and community – Knowledge about, our families, the school, the local context and wider world	<ul style="list-style-type: none"> Children are encouraged to write for purpose and once again use their English skills to highlight/promote safety in school and the local community. Children are taught how English is the Key to all learning and its importance in relation to all aspects of the wider world.
	Being safe online –Using technology for the right reasons and knowing its limitations	<ul style="list-style-type: none"> Children are taught about online safety, online bullying and how to use technology in a safe way. Children follow school rules when using technology. Children know who to report worries and concerns to.

Kirklevington Primary School understands the importance of reading in the process of developing pupils into independent learners.

Reading is an essential life skill and central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

The aims of this policy are:

- To promote high standards of reading through clear, progressive planning and effective teaching, including in phonics.
- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to teaching reading and phonics.

This policy should be read in conjunction with the English policy.

Teaching Phonics and Early Reading - Nursery

At Kirklevington Primary School, we believe that all of our children can become fluent readers and writers. We teach phonics through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and provide a balance of child-led and adult initiated experiences for all children in the setting that meet the curriculum expectations for 'communication and language'.

This includes:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language
- learning about new vocabulary
- beginning to learning grapheme-phoneme correspondences (GPCs)

Nursery children take home a 'Share Book' to encourage them to develop a love of reading early and so that an adult can share a book at home with their child. This is monitored and books are changed regularly.

Teaching Phonics and Early Reading – Reception and Key Stage One

From Reception, we follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

During this period pupils are taught to decode words and to use sound knowledge to read and write words and sentences. Teachers will focus on real and 'alien' words to help pupils blend and segment words; the pupils will also be taught to read and write these words.

Pupils begin on phase 2 in reception and work through the phases with pupils being taught phase five in Year 1, in order to meet the requirements of the phonic screening check.

Year 2 is used to consolidate pupils' understandings of all sounds taught up to and including phase five, and to teach the spelling skills that make up Phase 6. Where children did not meet the standard of the Phonics Screening Check in year one, they will continue to have the appropriate phonics phase intervention, in preparation for repeating the screening check or until they have completed the phonics programme.

Pupils take part in group reading, e.g. whole class, using a big book or an interactive whiteboard; pupils will also undertake reading of the same text in smaller groups.

All children will read one-to-one with an adult at least once a week.

Further one-to-one reading sessions will take place for some children, in order to ensure they succeed in reading and are not left behind their peers.

Pupils will participate in story time with their teacher at least once per week.

In line with the Little Wandle Letters and Sounds Revised programme, pupils will be expected to access a phonetically decodable book matched to their level and a sharing book of their choice each week. These will be allocated and monitored by the class teacher and Reading Leader.

Pupils are taught to look at the letters from left to right and blend the sounds to work out the spoken forms of the words.

Pupils working below age related expectations, e.g. pupils with English as an additional language and pupils with SEND, will receive additional daily phonics lessons. These children are targeted with support through the Little Wandle Keep Up sessions.

These will be outlined on Intervention maps and specific needs will be targeted through individual Support Plans. These will be monitored for effectiveness by the SENDCo.

In Key Stage one, pupils build on the knowledge and skills picked up previously by continuing to read widely at home and at school, including a range of varied and interesting texts.

Comprehension

In addition to phonics, children develop comprehension skills appropriate to their age and ability. In the Early Years Foundation Stage, comprehension and understanding will be demonstrated through discussion and through literacy sessions, progressing onto KS1 where they will learn how to answer more complex comprehension questions through teacher modelling.

Children should be able to comment critically on a wide range of texts with confidence, by the time they leave school. This will be modelled to them by their class teacher. We will aim for children to develop their own love of reading and a love of texts personal to them, by encouraging pupil voice and discussing texts widely and recommending them to others, in order to inspire others to read.

Key Stage Two – Years 3 to 6

Pupils in KS2 will have the opportunity to read for pleasure at least once per week and will be encouraged to read a rich diet of texts. Pupil voice opinion will be sought for this.

Pupils will take part in group reading, e.g. whole class, using whole class texts.

Regular one-to-one reading sessions will take place for some children in order to ensure they succeed in reading and are not left behind their peers.

Whole school

- Pupils from Y1 to Y6 engage in VIPERS reading sessions weekly. Teachers focus explicitly on teaching the skills of reading; vocabulary, infer, predict, explain, retrieve and sequence or summarise. Reading VIPERS cover the key comprehension skills in line with the 'new' content domains.
- Staff provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- Staff prepare children for national assessments in phonics and reading.
- Pupils read, in groups or as a whole class, texts linked to their topic work.
- Pupils are read to regularly by an adult and enthused to maintain a love of reading.
- Classes are encouraged to visit their local library and school takes part in national events, such as World Book Day, in order to raise the profile of the importance of reading.
- Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised sporadically throughout the academic year.
- All pupils have access to books from the class libraries and will take a reading book home to share with an adult.
- Each classroom has access to books that are suitable for the children in each class, taking into account their needs, interests and academic ability.

- Children are encouraged to read often, using good quality texts.
- The expectation is that children in Key Stages one and two read each night and develop into confident, expressive readers.

Specific groups

Pupils with special educational needs and disabilities (SEND) receive additional support to enable them to become successful readers.

The special educational needs coordinator (SENDCO) reviews individual learning plans for pupils with SEND where appropriate.

Children not making expected progress are monitored closely by the class teacher and SENDCo. Interventions are put in place alongside small-step targets. Their progress is regularly discussed and provision reviewed and adapted as needed. Parents are informed and specialist advice from outside agencies is sought where needed.

Academically able pupils are provided with reading materials suited to their abilities, in order to challenge them and keep them interested in reading. We ensure that the content of these books is appropriate to the pupil's age and maturity.

Assessment and record keeping

Teachers keep a record of pupil progress. This includes tracking achievements in phonics and completing cornerstones assessments termly. We store attainment data termly on Curriculum Maestro.

Progress and attainment are monitored by the class and English Lead on a regular basis. Reading is discussed in pupil progress meetings with the Head of School termly.

Teachers ensure that children are well prepared for national assessments including:

- Phonics Screening Check in Year 1 (and in year 2, if the standard is not met)
- Key Stage One Reading Statutory Assessment
- Key Stage Two Reading Statutory Assessment

Reading at home

Kirklevington Primary School believes that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters, reports and parent consultations.
- Giving pupils books and reading records to take home to further their reading skills.
- Encouraging parents to make notes in the pupils' Reading Records about reading progress made at home.
- Pupils are encouraged to read at home through the following methods:
- Reward systems in place in individual classrooms
- Book swaps
- Notifications for parents informing them of their child's progress

Equal opportunities

Kirklevington Primary School actively encourages all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which it uses. We carefully match the book each

individual child reads to their phonic phase and reading ability, in line with the Little Wandle Letters and Sounds Revised Program.

The school is committed to guaranteeing that nobody is victimised or discriminated against including on the basis of the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

Any instance of discrimination, harassment or bullying is dealt with promptly, in-keeping with the school's Equal Opportunities Policy and Anti-Bullying Policy.



READING AND PHONICS POLICY



This Policy has been approved at a meeting of the Governing Body of Kirklevington Primary School

On: March 2022

Signed by Chair of Governors:

Date:

Signed by Head of School:

Date:

To be reviewed: September 2024