

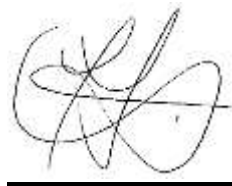


Reading and Phonics Policy

To be reviewed 3 yearly

Chair of Governors, Jane Jones

Signed



East Preston Infant School Reading & Phonics Policy

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East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:



Article 28 – Every child has the right to an education. Discipline in schools must respect children’s dignity.

Article 29 – 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.

1. Intent

We believe that Reading is an important part of a child's development and transition into adulthood. We aim for the children to become confident, literate young people who communicate effectively and develop a love of reading for pleasure both widely and often, alongside the acquisition of knowledge.

Our aims are to encourage children to:

- become happy, confident readers who have developed the key skills and knowledge necessary for the next stage of their learning
- read regularly for information and enjoyment
- be able to discuss books with excitement and interest
- have developed a love of reading across a range of genres and authors

2. The Curriculum

In **spoken language** children have opportunities to:

- Develop and apply speaking and listening skills to suit a variety of audiences and for different purposes.
- Tell and listen to stories and explore ideas and opinions in both formal and informal contexts.
- Express themselves creatively in improvisation, role play and other drama activities.
- Use digital and visual media to support communication both face-to-face and remotely.

In **reading** children have opportunities to:

- Share books and begin to read widely for pleasure.
- Develop and apply their reading skills in order to become critical readers.
- Engage with an extensive range of texts, including literature from different times and cultures, information and reference texts, media texts and online communications.

3. Planning and Practice

- Teachers plan together in order to learn from each other and benefit from individual strengths, experience and expertise.
- The National Curriculum for English forms the basis of teaching and learning in KS1.
- Reception Year Teachers use the Early Years Foundation Stage and guidance from Development Matters in Prime Areas of Listening, Attention and Understanding and Speaking in Communication and Language and the Specific Areas of Comprehension and Word Reading in Literacy.
- Children’s understanding of English, communication and language is enhanced through making links to other areas of learning and to wider issues of interest and importance.
- Cross curricular links are made wherever possible to consolidate the learning of skills.
- Computing is used where it enhances, extends and complements literacy teaching and learning.
- Pro-formas for medium term and weekly planning for English are used, copies of which are in the Staff Shared Folder on the School Network.



Teaching Speaking and Listening

Our school is a language rich environment where adults understand the importance of quality interactions with children throughout the day in order to develop communication skills. Speaking and listening is an essential skill throughout the whole curriculum.

Children are supported to develop effective communication skills in readiness for later life.

From Reception, children are encouraged to listen with enjoyment to stories, songs rhymes and poems. They enjoy talking about activities with each other, negotiating and communicating within their play and taking turns in conversation. All children are assessed for speech and language needs and identified for the SpeechLink and LanguageLink intervention programmes as appropriate.

Children in Reception take part in 'Together Talk'. This establishes key attributes of conversations and teaches them to be an active listener as well as participating in discussions. This develops their ability to communicate their ideas, experiences and understanding of concepts in full sentences.

Children in Key Stage 1 take part in 'Experience Days' as part of our The Write Stuff Scheme. This facilitates vocabulary and language building through drama, discussion and discovery. For example, children may experience sensory walks, music workshops, food tasting and visual aids to name a few. In addition, Reception and Year 1 have language rich role-play areas, be that within the classroom environment and / or the Outside Classroom areas.



Productions and assemblies provide a valuable opportunity for children to be involved in drama/role play performance and presentations of learning. Pantomime performances and visiting theatre groups provide a positive role model for performing stories and plays.

Teaching Reading

We use the Monster Phonics DfE validated scheme to teach phonics. Monster Phonic reading books are allocated to children to match their level of secure phonics knowledge. These books are read in school and, when they are secure, then sent home to read. The children have two daily phonics sessions and two guided reading sessions (see Appendix 2).



Assessment

Alongside phonics assessments (see Appendix 2), ongoing reading assessments also take place. During the twice weekly guided reading sessions, teachers make assessments against fluency, prosody, comprehension and vocabulary objectives which inform the summative learning ladder. Throughout the wide range of opportunities to develop the 'love of reading' teachers are able to make assessments of a child's active engagement, love of reading and preferences. Volunteer helpers are targeted to read with the bottom 20% in order to boost fluency and to have opportunity to discuss text and language.

Home / School Reading

Each child will be expected to read in school twice a week during guided reading sessions. The expectation is also set that children should be practicing their reading skills at home with their grown-ups on a daily basis. Each child is provided with a school reading diary which is used to create a dialogue between adults working with the child. This may include praise for reading targets being met or providing targets / suggestions to support the child reading at home.

Families have been provided with materials to help support reading at home, such as accurately matched phonics reading books, reading records with prompts and tips, weekly flashcards and phonics-matched extra practice books. Families are also invited to 'Stay and Play' sessions throughout the year; they are able to observe a class phonics lesson and a guided reading session in order to support their child's home learning further.

Love of Reading

Each half term we engage in wider reading events to promote children's enjoyment of reading, books and stories.

Term	Love of Reading Event
Autumn 1	Get caught reading – over the summer children are encouraged to take a photo of themselves reading in the most exciting and adventurous place.
Autumn 2	Favourite book sharing – every child chooses a book from home that they love which is put in a special box. Over the half term, the special person of the day gets their book read out for story time and shares why it is their favourite.
Spring 1	New year, new book – Book Nook books are wrapped up in paper for children to choose a mystery book. Inside there is a blank review for families to fill out together upon the book's return. Reviews are then shared and displayed throughout the school.
Spring 2	World Book Week – each year we celebrate World Book Day by filling the school with different reading and book related activities!
Summer 1	Author visits – Local authors visit the school to introduce children to new stories, inspire an interest in reading locally created books and even inspire the next generation of story writers.
Summer 2	Whole school read – every class reads the same book and then children from different classes are paired up together to talk/do activities around the chosen book.

West Sussex Picture Book Awards

Each year the school engages in the West Sussex Picture Book Award scheme. Alongside the sharing of four new exciting texts, each class votes for its favourite book. All of the votes from across all West Sussex schools are collated and that years winning title is shared with children during World Book Week.

Book Nooks

Each classroom in the school features a Book Nook which houses a collection of different books to read. These are used throughout the day during 'learning time' as well as being accessed by children who can take these books to share with their family at home.

In a classroom Book Nook you will find:

- Books from story time – these will be familiar to the children
- New books – to tempt and excite
- Books in common – multiple copies of the same book meaning that friends can read the same story
- Non-fiction books – with information about the half-termly topic
- Library books – a selection of books from the school library chosen by children and teachers

Each outdoor classroom also contains a Book Nook, with the Monster Phonics characters and a selection of books and stories for children to read and interact with during 'learning time'.

Voting Stations

Each class has a book voting station where each morning children vote for the book that they would like to be shared at story time.

Books We Have Read Display

Each Book Nook has a 'Books We Have Read Display' where the pictures of the books read are displayed and grow across the year. Pupil voice is captured to show response to texts. Parents are informed of the books read during Storytimes in the weekly home learning letters.

Virtual Book Nook

Our website contains a section titled '[Virtual Book Nook](#)' – on here you will find a selection of key texts, virtual bookshelves of our favourite authors and some photos from our reading events throughout the year.

Storytimes

Each class enjoys a daily story time. The story read during this time is carefully planned in order to:

- contain a 'big' idea at its heart, for example, the power of friendship or the ability of power to corrupt
- reflect a diverse range of voices and characters, reflecting the background of pupils in the school and society more widely
- have rich, lyrical language

- have the potential to develop pupils' wider knowledge
- deliberately widen horizons by offering culturally rich content
- offer opportunity for pupils to encounter a different genre or format so they have a chance to experience a wide range of literary forms and develop their own opinions and preferences
- elicit a strong response – curiosity, anger, excitement, laughter, empathy
- have a strong narrative that will sustain multiple readings
- extend children's vocabulary
- have illustrations which are engaging and reflect children from all backgrounds and cultures
- help children connect with who they are
- help children to understand the lives of people whose experiences and perspectives may be different from their own

Book Fair

The Scholastic Book Fair visits the school annually – this is an opportunity for children to explore new and exciting texts that can be purchased at discounted prices and taken home to enjoy with their families. These Book Fairs are held in school and online so that teachers can take their classes to explore and recommend the books on offer.

Book Week

Every year we use World Book Day to springboard a week filled with activities influenced by books, stories and authors as well as plenty of time for reading and sharing books. Some years we have fun dressing up as characters from stories and other years we dress up in our cosiest 'ready to read' clothes.

Staff Favourites

The children aren't the only people at East Preston Infants who love reading – the grown-ups do too! Each term some of the staff's favourite books are highlighted and displayed in our school library and on our virtual book nook on the website! These might be old classics or fun new releases but there are copies available in the library for children to read too!

Library

The school has an engaging and immersive library categorised according to topics, genres and authors using the 'Librosoft' computer system. All classes have a weekly timetabled session when children can return and change their library books. The library space is also utilised for additional sessions for other book-related activities and story-times. We intend that our library should:

- Encourage children to enjoy and respect books as a leisure activity.

- Extend children’s learning experiences.
- Develop children’s skills as independent learners.
- Support learning and teaching and enrich the curriculum.
- Provide opportunities for children to access resources for themselves.



East Preston Library

Reception take a local visit the local West Sussex library in East Preston in order to sign up for a library card and borrow a book to take home thus providing them with a tool to access books and reading events at no cost. The West Sussex library service visit the school each summer to promote the national Summer Reading Challenge.

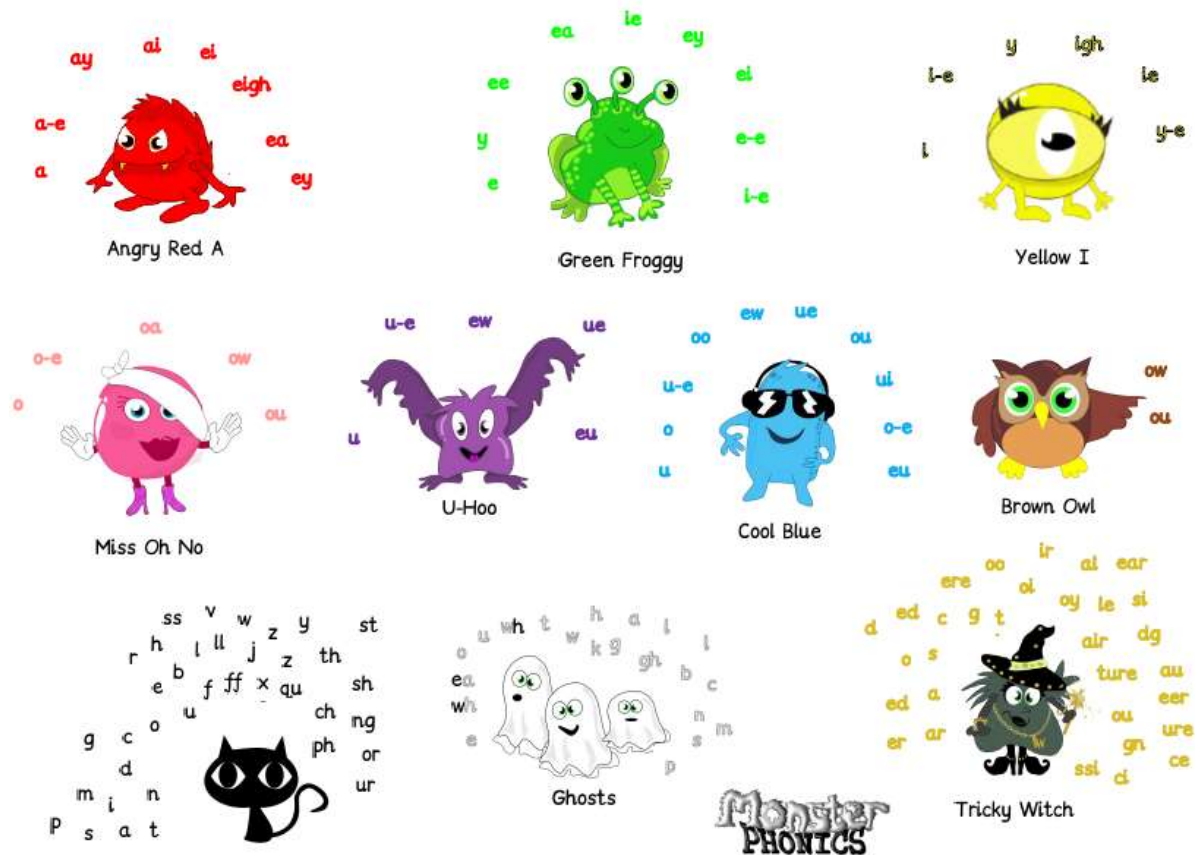
Appendix 2

Phonics at East Preston Infant School



Introduction:

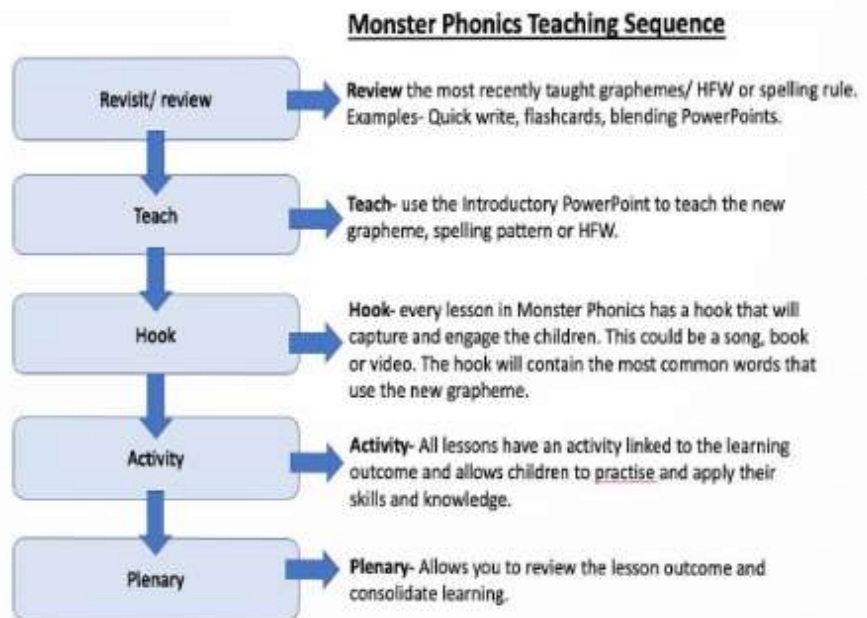
We use the government accredited Monster Phonics scheme across the school from right at the start of Reception up to the end of Year 2. It supports learning by grouping graphemes according to monsters and colours allowing children to learn graphemes and words in a multisensory way. Each monster has their own story, and these are used in the lessons through PowerPoints, videos, stories and a variety of activities. Monster Phonics supports children to become confident with their reading.



Lessons:

Monster Phonics lessons are taught twice daily in each year group.

The first lesson is 20-30 minutes long and is set out as follows:



The second lesson is 15 minutes long and focuses on what the children need in each class. It might be that they have not grasped the learning from the morning lesson so this lesson can be repeated, or that there are other graphemes that the children are struggling with which need to be recapped. In Reception, this is done in classes as normal. In Year 1 and 2, this is done across the year group where children are placed in classes with others of a similar ability. Teachers use their half termly assessments to place children in the correct groupings.

Throughout the day, children will also be exposed to quick repeated practise times where they may be shown flashcards with graphemes or words to read to develop confidence and fluency.

Assessment

Assessment within each year group takes place following the Monster Phonics assessment programme. This information is used to see which graphemes, words or spelling patterns need more practice and teachers add this to their daily plans. Teachers make ongoing assessments during lessons and for those who are not secure or gaps are identified, the following strategies are used:

- 'Keep up' sessions
- 'Catch up' sessions
- Re-teaching of focus graphemes
- Targeted questioning
- Learning mentor targeted groups
- High-frequency words and grapheme flashcards

Reading:

Each week children are given a Monster Phonics decodable book which they read twice in school. The idea is that they become accurate and fluent during these reads at school so that when they take the book home they are confident to read to an adult. An 'extra practice' book is also sent home, matched to the grapheme the children are working on.

Home Learning:

Children are set phonics homework each week which may include sound and blending cards, new graphemes and spelling patterns to practice or common exception and high frequency words to learn.

Further Information:

Phonics and reading meetings are held in school to share with parents the school's approach to the teaching of phonics and to inform them about the Phonic Screening Check in Year 1. Stay and Play sessions are also held where parents can come and learn with their child in school.

Phonics screening takes place in Year one during the summer term. If a child does not pass this check in Year 1, they will retake it in Year 2.