



Reading and Phonics Policy

To be reviewed 3 yearly

Chair of Governors, Jane Jones

Signed

East Preston Infant School English 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:

- Be effective, competent communicators and good listeners.
- Express opinions, articulate feelings and formulate responses to a range of texts, both fiction and non-fiction, using appropriate technical vocabulary.
- Foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form.
- Engage with, and understand, a range of text types and genres.
- Develop powers of imagination, inventiveness and critical awareness in all areas of English.

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

Speaking and listening is an essential skill throughout the whole curriculum. Children are encouraged 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.

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.

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.



In the classroom children are immersed in books and texts to encourage and develop their reading skills and a 'Love of Reading'. All classes have 'Books Nooks'; reading areas containing a variety of fiction, non-fiction and poetry books in which the children are able to take home and enjoy.

The children have two daily phonics sessions (see Appendix 2).

Each half term we engage in wider reading events such as World Book Day to promote the 'Love of Reading'.

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 as well as being invited to a 'Stay and Play' session. During this, they are able to observe a class phonics lesson in order to support their child's home learning further.



Library

The school has an engaging and immersive library categorised according to topics, genres and authors using the 'Libresoft' 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.

Phonics

See Appendix 2.

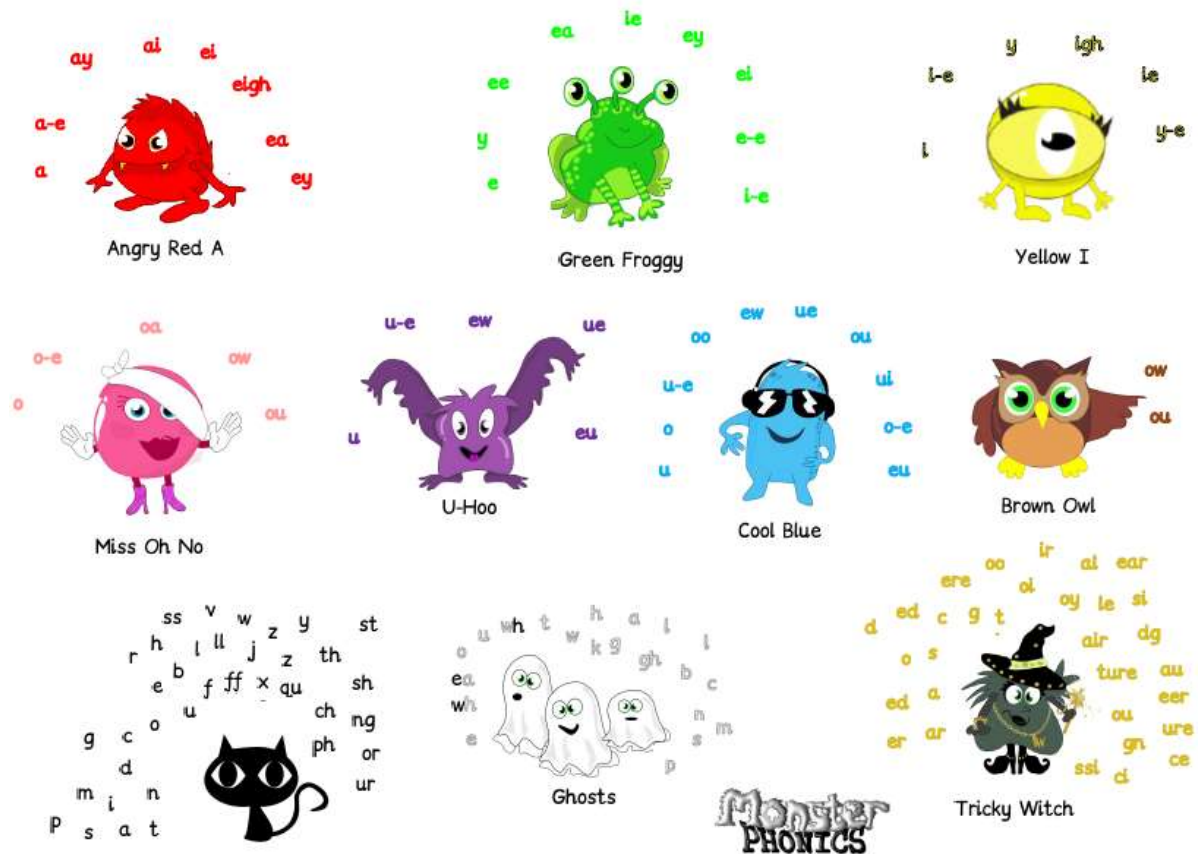
Appendix 2

Phonics at East Preston Infant School



Introduction:

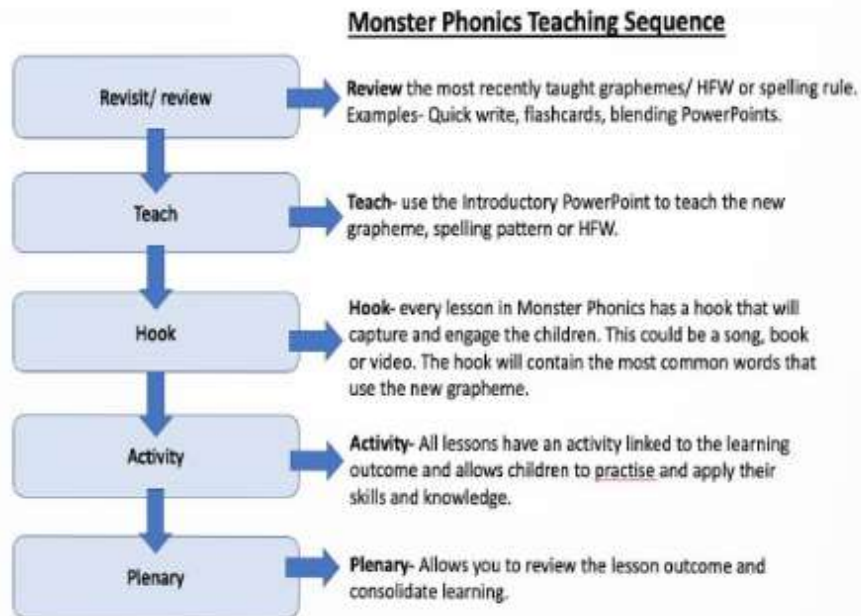
We use the government accredited Monster Phonics scheme across the school from Reception to Year 2. It supports learning by grouping graphemes according to monsters and colours allowing children to learn graphemes and words in a multisensory way. Each monster has their own story, and these are used in 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:

Children are assessed half termly according to the Monster Phonics schedule. This information is used to see which graphemes, words or spelling patterns need more practice and teachers add this to their daily plans. If further support is needed, children are taken in small groups for phonics intervention to boost their phonics knowledge.

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.