



Leighton Academy Reading and Phonics Policy

Language and Literacy are central to our ability to understand, interpret and communicate about the world and each other. Reading is a thoughtful process which requires the reader to contribute his or her own experiences and thoughts to the comprehension of the written word. The ability to read is fundamental to many aspects of life, and is central to developing understanding in many areas of the curriculum. As print occurs all around, it is important not to think of reading only in terms of books, but in a much wider context too.

Aims and Objectives for Reading and Phonics

At Leighton Academy we aim to:

- enable our pupils to read confidently, fluently, accurately and with understanding and enjoyment.
- teach pupils to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to monitor, correct and make sense of their own reading, whilst using phonics as the transition into independent reading.
- foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres and media (fiction, non-fiction, reading scheme books, 'real' books, e-books, newspapers etc.)
- foster a love of different types of literature, to read with enjoyment and be able to evaluate and justify preferences.
- develop a suitable technical vocabulary through which pupils can understand and discuss their reading.
- develop reading skills alongside those of writing, so that pupils may become literate adults and readers for life.
- create a variety of reading opportunities across all areas of the curriculum.

Leighton Academy uses the published scheme of Floppy's Phonics, alongside Letters and Sounds Phonics and Oxford Reading Tree Scheme, to support the Teaching in Reading and Phonics. The Floppy's Phonics Sounds and Letters programme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading, spelling and handwriting. It is systematic and structured with inbuilt rigorous revision to ensure the success of every child.

Reading is taught alongside 'Floppy's Phonics'

This is a programme designed to teach children how the alphabet works for reading and spelling through:

- Developing speaking and listening skills
- Teaching high-quality phonic work

It is taught through six stages beginning with stages 1 and 1+ in Nursery. It allows children to see the relationship between reading and spelling.

Stage 1 is all about encouraging children to listen and focus on the sounds around them. It does not involve teaching any letter sounds.

There are 7 aspects to this stage;

- listening to sounds in the environment
- Exploring instrumental sounds
- body percussion (clapping to nursery rhymes) ☒
- rhythm and rhyme
- alliteration
- voice sounds
- oral blending and segmenting

Stage 1+

The purpose of this stage is to teach 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. (a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s, t, ck, ll, ss, ff).

Letters are introduced to the children one at a time in daily phonics sessions through a wide range of games and practical activities. The stage 1+ letters are: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss

Once children have become familiar with different letters, we move on to teaching them how to use the letters they have learnt, to read and spell words. This is called blending and segmenting.

When children are ready, they will move into the next stage. This is where we will teach letter names and where the children will be introduced to **digraphs** and **trigraphs**.

Of course, there are some words which cannot be decoded using phonics. These are referred to as tricky words! We introduce these words to children in phonics sessions and with lots of repetition and practise, children will begin to recognise these words by sight. (I the no go to into).

There is no formal assessment for phonics in Reception. However, children will continue through the stages in Year 1 and will complete a phonics screening check at the end of that year. Children's development in phonics will be monitored closely throughout Reception and Key Stage 1. We will listen to your child read in school through phonics sessions, guided reading and individual reading. While phonics is important for the development of early reading, we also encourage the use of different strategies to develop independent readers..

This includes;

- Using pictures
- The context of the story
- Sight words
- Questions

Stage 2 and 3

The purpose of this stage is to teach the remaining 7 letters of the alphabet, one sound for each and another 25 graphemes, most of them comprising two letters (e.g. oa, oo, ch) Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

Stage 4

The purpose of this stage is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. No new grapheme-phoneme correspondences are taught in this stage. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap and jump.

Stage 5

Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

Stage 6

By the beginning of Stage Six, children should know most of the common grapheme– phoneme correspondences.

They should be able to read hundreds of words, doing this by:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- Decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder. Working on spelling, including prefixes and suffixes, doubling and dropping letters etc. At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure. Children learn some of the rarer grapheme–phoneme correspondences and to use them accurately in their reading. During this stage, children become fluent readers and increasingly accurate spellers.

Reading

Reading begins at a very early age as initially children learn to read faces and voices. Children are also exposed to the written word in their environment from birth and, in an ideal world; they are encouraged to explore the experiences it provides. Learning to read is different for everyone, but children introduced to books at an early age, especially those who are read to on a regular basis, are more likely to read easily. When children begin school they already have experience and understanding of the use of print in a range of contexts, such as 'ASDA' or 'CBeebies'. Reading is fundamental in gaining access to areas of knowledge and information throughout life. 'Learning to Read' is vital for 'Reading to Learn' in that reading gives children access to knowledge and information about the wider world, which they may be unable to experience first-hand. Without this basic skill, many aspects of everyday life such as text messages, subtitles and shop labels would be incomprehensible.

Learning to read requires lots of practise, initially to learn the forty four sounds in the English language and recognise their common letter groups, for example 'ing'. Each child must then learn how these sounds and their spellings combine to form words. They also have to learn to recognise, by sight, the words which do not conform to these patterns, such as 'said'. Reading to learn involves a child in exploring the content of their reading to develop their understanding of the written word, extending their vocabulary and power of thought. Lots of enthusiasm is required! This continues through life, providing constant opportunities to extend thinking and experience, which is why learning to read and loving to read are fundamental to all.

Role of the Teacher at Leighton Academy

- To convey a love of books and reading and provide a rich and stimulating environment in which children have easy access to a wide range of texts presented in an attractive and inviting way.
- To provide individual children with support to help develop their confidence and independence, whatever their learning style.
- To ensure there is regular ongoing assessment to identify individual needs, focusing on strategies and skills, confidence and independence.
- To provide the children with frequent opportunities to hear text read aloud and to allow them to reflect upon their own experiences in relation to the text.
- To help children develop strategies for independently tackling the decoding of print – a focus on phonics for early development of reading.
- To ensure children have the opportunity to discuss books they have read and express preferences.
- To provide opportunities for children to find information in books and data bases, equipping them to pursue an independent line of enquiry, drawing on a range of sources.
- To encourage parents to participate and share in their child's reading experience.

Teaching Reading in the Foundation Stage

Throughout the year the children will see the written word in various formats, such as poems, rhymes, songs and stories. The children will be encouraged to express opinions on what they have heard and make predictions based on the clues provided in the text and illustrations. They should also be made aware of text direction and orientation.

During the first few weeks, the children are introduced to the central characters of the Oxford Reading Tree books. They continue to develop their reading skills during the whole of their first year at Leighton Academy, working both with the teacher and Teaching Assistant, whether individually, in small groups, class or whole base work and independently.

The children are given a school reading book and a reading journal to bring home each day.

Teaching Reading in Year 1-6

The main scheme used in Key Stage 1 is Oxford Reading Tree, which is supplemented by a variety of other carefully levelled books, including many phonetically decodable books for our early readers. In Key Stage 2 the children read from a selection of various levelled and 'free reader' books according to ability, interest and level of difficulty. It is vital that the children gain pleasure from their reading. The books given to each pupil to take home should be carefully chosen. The child should be able to read them with 90%-95% accuracy and the texts given must match the needs of the pupil. They should provide the children with the opportunity to practise their reading skills at the appropriate level. The number of books given will vary according to the needs of the child and the reading material selected. Each child in Reception and Key Stage 1 also have access to a range of bedtime books that they can take home in addition to their reading book.

In the Foundation Stage and Key Stage One, on average the children are given two books a week and are heard read individually by an adult in school at least once a week. Target readers are chosen within each class to read more regularly with the class teacher. More competent and confident readers may benefit from reading 'other' books such as poetry books and newspapers etc. to broaden their reading experience and practise such skills as reading with pace and expression. Key Stage 1 children also have regular access to a library where they can choose books for taking and sharing at home to complement their reading book.

As the children progress to longer and more complex texts, they may not need to change their books quite so frequently. Teachers should ensure each pupil has read the books provided by discussing the content, key vocabulary and the pupil's opinion of the reading material. Parents are encouraged to write comments on their child's reading and staff will regularly write a comment when they have heard the child read..

In KS2 the children themselves may also write a comment or complete a reading activity such as a book review when appropriate. The aim is to create independent enthusiastic readers, not only through the provision of books, but also fun reading activities. Provision should be made to broaden their reading experience and enjoyment, allowing them to use reading to further their learning. This should be incorporated in Shared reading, Guided reading, group work, paired work, whole class teaching, individual work and drama throughout all aspects of the curriculum. The academy recently began using Accelerated Reader to support our individual reading. Each child completes a STAR reading assessment which gives them a ZPD (Zone of Proximal Development). This then ensures that the child is reading a book that is suitable for their reading age and maturity. Upon finishing the book children are then able to complete an online quiz based on the book they have just read.

Guided Reading is taught across the Academy from Reception to year 6. In Reception, teachers work with small groups where their main focus is becoming familiar with print, the mechanics of reading a story and reading familiar words. Children are encouraged to discuss their own predictions and use the images to retell the story. In years 1 and 2, guided reading takes place in small groups led by a teacher or teaching assistant. Children are encouraged to read independently and to their partner. Their reading is then supported and further challenged by questioning and focused discussions.

For KS2, the Academy has recently introduced the SFA (Success For All) programme for guided reading. This was introduced to create consistency and cohesion for the teaching of reading. The SFA programme includes a variety of challenging texts suited to each year group, strategies for children to use to aid their reading and comprehension, collaborative work, discussion and questioning. During SFA guided reading sessions, children are placed in 'teams' and sat in mixed ability pairings. This is to aid progression, perseverance and confidence. SFA aims to make children more autonomous with their reading by teaching them strategies, which will enable them to decode and comprehend their reading more easily. Guided reading lessons are taught three times a week for a minimum of 30 minutes to ensure that they read frequently and are exposed to different types of texts.

Assessment

There is no formal assessment for phonics in Reception. However, children will continue through the phases in Year 1 and will complete a phonics screening check at the end of that year. If a child does not pass the phonic

screening test in Year 1 they will continue to have focused phonics lessons in a small group situation. They will then take the phonic screening test again at the end of year 2.

Throughout the school, children's work is assessed informally on a daily and weekly basis to inform planning for the next series of lessons. Formal assessment of work and progress is undertaken on a half termly basis and children are tracked for their progress at the end of each half term until they are a 'free reader' (reading at Level 25+). This information is used to identify which children require specific intervention programmes to support their skill development.

In KS2, reading assessment is also continuously assessed during guided reading sessions. In addition, we use termly comprehension tests, (Y3-5), as well as age related expectations. In the Summer Term, we deliver the statutory SAT tests in Years 2 and 6.

Assessment data is carefully analysed to track individual pupil attainment levels, monitor standards of achievement and to identifying pupils who require additional support and specific intervention.

This policy is in line with other school policies and therefore should be read in conjunction with the following school policies and documents:

Writing Policy

Handwriting Policy

Special Educational Needs Policy

Equal Opportunities Policy

Marie Speake

MARCH 2019

Updated January 2020