

Beeston Primary School



Reading & Phonics Policy

Our Approach to the teaching of Reading

At Beeston Primary School we aim to create a stimulating environment in which children are actively encouraged to enjoy books, and are motivated to want to read independently. We strongly believe that pupils should read effectively for different purposes, should read widely and across all subjects, and acquire the key phonics skills and understand the rules governing the structure of language.

Phonics and Reading

At Beeston Primary, reading is initially taught alongside Letters and Sounds. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme the children will be taught to:

- discriminate between different sounds in words ;
- learn the letters and letter combinations most commonly used to spell sounds;
- read words by sounding out and blending their separate parts;
- study written representatives of a sound and how it looks;
- recognise on sight vocabulary identified as 'tricky words'

Foundation Stage

Children are taught to read in the Foundation stage using the Letters and Sounds programme of work. Children will be introduced to Letters and Sounds (Phases 1-3) in the autumn term and throughout the rest of the year, in order to give them good foundations for learning to read. The reception high frequency words are introduced alongside reading books for children to develop a good sight vocabulary.

Key Stage One

Teachers continue to build on the children's reading skills further by modelling good reading and continuing to teach the remaining phases from Letters and Sounds. As part of our Literacy provision guided reading sessions enable teachers to target ability groups for reading and teach specific skills. Children are introduced to a range of text types including; multicultural stories, poems, rhymes, fairy tales, traditional tales, encyclopaedias, dictionaries, non-fiction texts, picture books and stories by significant authors. Children are taught how to read for meaning and answer questions about texts looking at characterisation and plot.

Key Stage Two

The phonics programme is continued with the children who need extra support in reading. This is delivered through the Sound Discovery programme for groups and individuals. A whole class approach to spelling and phonics is delivered through the Nelson Developing Skills programme. Children are also given opportunities for silent reading and guided reading.

A range of genres are introduced to older children including autobiographies, letters, diaries, short stories, poems and play scripts. Through shared reading and guided reading sessions, children are taught how to analyse texts and comment on author creativity.

Children have regular opportunities to read aloud to adults and peers. This enables us to monitor mastery of sight vocabulary, application of phonics, development of fluency and expression, knowledge of the structure of language and audience awareness.

Reading Schemes

Rather than one specific reading scheme we have a collection of texts that are banded by colour via the Cliff Moon scheme. This enables children to develop skills in book selection, as well as reading skills. The wide range of texts includes provision to support reluctant readers, higher achieving readers and texts chosen specifically for engaging boys in reading. Books are chosen, initially with adult help, at the appropriate level for the children.

Children read regularly to their teacher and are encouraged to read often and widely across all subjects. Bringing into school books that children have enjoyed reading at home is a really effective way of fostering a joy of reading, and as such this is encouraged.

Comments on the children's progress are noted in a home/school reading record book.

Library

Choosing and reading books from the library is seen as very important in the development of independent reading. We try to make our library as attractive as possible and to provide a range of literature suitable for all age ranges and abilities. We use an electronic bar code system for the library which enables us to track the books that children read. The library, along with our ICT suite is used to research class topics and support learning in the classroom.

Reading buddies

Children in younger year groups are given the opportunity to read with older children. This opportunity not only helps to develop the child's fluency and understanding of a text, but also allows them to build on their interpersonal and social skills.

Story Time

Texts appropriate to topic work or objectives covered in Literacy, including Audiobooks are read aloud by the teacher. We believe that giving the children the opportunity to hear an adult/teacher read to them develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow a teacher to check a child's comprehension, by asking literal and inferential questions, which add deeper understanding of the plot and themes of the story, also increasing their vocabulary.

Special Educational Needs (SEN)

Reading is a priority within SEN provision. Identified children are withdrawn to receive extra phonics support through the Sound Discovery programme. Progress of individuals is monitored termly and is discussed at Pupil Progress meetings.

Assessment of Reading Progress

Teachers collate evidence and level a focus group using the 7 assessment focuses within APP. This is carried out termly. Findings from this moderation helps teachers develop and refine their understanding of progression in reading and identify the next steps for learning. These assessment focuses also ensure that a broad range of reading skills are discreetly taught, within both class and guided reading sessions.

Below are the 7 Assessment focuses:

AF1 -Use a range of strategies, including accurate decoding of texts, to read for meaning; AF2-To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text;

AF3 - Deduce, infer or interpret information, events or ideas from texts;

AF4 - Identify and comment on the structure and organization of texts, including grammatical and presentational features at text level;

AF5 - Explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level;

AF6 - Identify and comment on writers' purposes and viewpoints and the overall effect of a text on the reader;

AF7 - Relate texts to their social, cultural and historical contexts and literary traditions.

Children in Years Y2-Y6 are assessed termly and results are placed on trackers and progress is monitored through pupil progress meetings. Intervention provision is established where appropriate.

In addition to the AFs we use the Salford Reading test to measure both baseline reading ability and progress during the year. This enables us to ensure that any child that falls off the pace is picked up early and appropriate intervention is put in place.

Phonics Screening Test

In Y1 children undertake a phonics screening test in the summer to assess their ability to use phonic decoding skills. Where children do not achieve the appropriate standard, support will be provided to develop their skills. This is important in order to ensure that children do not fall behind.

Extending Reading beyond the classroom

Reading workshops are planned in all year groups where parents/carers are invited into school to learn different techniques to encourage and move their child's reading forward. Leaflets are also provided to parents informing them of ways in which they can develop their child's reading as well as their understanding of Phonics. There is also the opportunity for quiet reading to take place at lunchtime and at tea-time clubs.

Children are asked to read at home at least twice a week and to complete their home/school reading diary.

The school also promotes reading by inviting guest readers including children from local secondary schools and having whole school book weeks to promote reading.

Review

This policy will be reviewed in Autumn term 2015