



Deepdale Community Primary School Policy for Phonics and Reading



Curriculum Intent

Statement of Intent

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all: -

- Celebrate our differences
- Have high aspirations
- Be passionate about the wider curriculum
- Strive to be healthy
- Love language.

This policy outlines the intent of our pupils' Reading and Phonics education. It also describes our agreed approach to implementation.

Vision for Reading

Reading is central to our ability to understand, interpret and communicate with each other and the world around us.

At Deepdale Community Primary School we believe that learning to read and enjoying reading are vital to a child's successful development. We use a range of activities to ensure that children learn the skills and strategies needed to read fluently with an excellent level of understanding.

At Deepdale Community Primary School, Reading is given high priority and all of the children:

- Will learn the essential skills of Reading
- Will enjoy a wide variety of texts including fiction, non-fiction and poetry
- Will become independent readers and transfer these skills across the curriculum
- Will be prepared for the next stage of their education
- Will become critical, life-long readers and learners

Aims of Reading

Our aims for the children of Deepdale Community Primary School are that they:



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- Become fluent, confident and expressive readers
- Read with enjoyment across a range of genres and for a range of purposes
- Read for pleasure as well as for information
- Read and respond to a wide range of different types of literature
- Understand the layout and how to use different genres and text types
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy
- Build their bank of sight words to enable fluent reading
- Have an interest in words and their meanings, developing a rich and varied vocabulary
- Understand and respond to literature drawn from a range of cultures and heritages

We aim to develop, through our teaching of Reading, the following attitudes:

- Curiosity and interest
- Pleasure and thoughtfulness
- Critical appraisal
- Independence
- Confidence, including speed and stamina
- Perseverance
- Respect for other views and cultures
- Reflection.

The National Curriculum 2014 states:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to other and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The programmes of study for reading at key stage 1 and 2 consist of two dimensions:

- *word reading*
- *comprehension (both listening and reading)*

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.



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Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

Reading in relation to the Curriculum

Foundation Stage and Key Stage 1

At Deepdale Community Primary School we use the Red Rose Letters and Sounds scheme for 20 minutes daily which plays a crucial part in the teaching of reading at these early stages through phonics teaching. Within phonics, children learn to segment and blend and read high frequency words on sight. Regular shared reading sessions enable children to apply their phonic decoding skills, as well as other reading cues, to read for meaning. Children consolidate their phonic knowledge and comprehension at home by taking home an individual reading scheme book and/or library book.

In the Foundation Stage children listen to and discuss a wide range of stories, non-fiction and poetry which they would not all be able to access independently. They become immersed in the different texts so that they build up a bank of ideas, structures and vocabulary that they can then develop in other areas of the curriculum and provision.

In Year 1 children listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. They become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. They learn to appreciate poems and learn some by heart.

In Year 2 children are introduced to non-fiction books that are structured in different ways. They retell a wider range of stories, fairy stories and traditional tales and continue to build up a repertoire of poems learnt by heart. Word reading and decoding skills that promote fluency continue to be explicitly taught. Children take part in discussions about a range of texts and explain their understanding. Their comprehension skills are developed through careful questioning (both verbal and recorded) enabling them to show that they have fully understood the text by locating specific words or phrases, or by using what they have read to create viable answers.

By the end of Key Stage 1, children are able to answer a range of questions linked to content domains 1a-1e.

Key Stage 2

At Key Stage 2 children build on the good reading habits and reading fluency established at Key Stage 1. The teaching of reading skills is still addressed through English lessons or shared reading sessions. Proficient readers are encouraged to extend their experiences and are guided by their class teacher in their book choices. By the end of Key Stage 2 we expect all children to be 'free readers' and use the Library and classroom Reading Areas regularly to make their own independent book selections. Children who are not yet confident with Phonics will also use/continue to use the Red Rose Letters and Sounds scheme.

In Years 3 and 4 children read books that are structured in a variety of ways and continue to listen to and discuss a wide range of fiction, poetry, plays and non-fiction. Children identify new vocabulary and check the meaning of words using dictionaries. They recognise different forms of poetry and prepare play scripts and poems to read aloud. Children demonstrate their understanding of what they have read independently in a variety of ways as recommended by the National Curriculum 2014 (p26).



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In Years 5 and 6 children continue to read an increasingly wide range of text types and recommend books that they have read to their peers, giving reasons for their choices. Children continue to prepare poems and play scripts to read aloud to an audience and learn a wider range of poetry by heart. Children demonstrate their understanding of texts in a variety of ways as recommended by the National Curriculum 2014 (p35).

By the end of Key Stage 2, children are able to answer a range of questions linked to content domains 2a-2h.

Curriculum Implementation

Principles of Teaching & Learning

The role of the teacher is:

- To foster a love of reading as an enjoyable, stimulating and worthwhile activity
- To follow the school's Reading Policy with the aim of helping pupils to become independent fluent readers
- To ensure that children read books of an appropriate level of challenge
- To provide regular opportunities for children to read for pleasure
- To promote regular use of the school library
- To model the value and enjoyment of reading through whole class reading of a class story / novel
- To model the act of reading through shared reading
- To provide focused support through 1:1 reading
- To assess the pupil's progress as a reader and provide explicit guidance for their development
- To create a supportive environment for reading
- To encourage children to read regularly at home at a level where they are practising their learnt skills

Shared Reading:

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. Where appropriate, the pupils join in with the reading of the enlarged text. The texts selected are rich, challenging and beyond the current reading ability of the majority of the class.

Following this, the responsibility for reading shifts to the learner. The teacher structures reading tasks with pupils, and differentiates these according to ability. Pupils are required to read and respond to the text themselves with the teacher supporting. The majority of children read the same text and have access to one copy each. The texts selected are one reading band level above the individual reading scheme books taken home; this enables pupils to read the text with sufficient ease but also provides challenge. This is carried out for three, forty-five minute sessions per week.

Developing a Reading Culture

Book promotion to raise the profile of Reading is very important at Deepdale Community Primary School and we consistently strive to create a culture where books are celebrated and our children are enthusiastic readers. We plan



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exciting activities during World Book Day where children dress-up, share their favourite books, enter competitions and read cross-phase. We invite book fairs, authors and poets in to school to share their texts and enthusiasm for Reading.

Every class has the opportunity to regularly visit the library for pleasure, to follow more structured research and to develop library skills. We have in place a state-of-the-art book borrowing facility. At least weekly, pupils browse and make personal selections, in addition to learning how to locate specific texts and information about authors using Junior Librarian. We are fortunate to have our own school Librarians. The school Librarians are responsible for ensuring that the libraries are well stocked with a wealth of high-quality reading material.

All classrooms have appealing Reading Areas with fiction, poetry and non-fiction texts, supplemented by books from the school Library borrowing service, linked to current themes and topics. All children have easy access to their home reading and library books and we encourage children to bring in reading materials from home.

All adults at Deepdale Community Primary School should be good role models for children in modelling both reading aloud and silent reading. Teachers promote a love of reading through story time and the sharing of class novels. Book and story bags are sent home in the first few weeks of the Foundation Stage to support early readers.

We strongly believe that children do best at reading when they enjoy it.

Working in partnership with parents and carers

Parents and carers are strongly encouraged to be actively involved in their children's reading routines at all ages by listening to their children read, reading to their children, and by promoting a home environment where books are valued. Information sessions and workshops for Reading and Phonics are also provided for parents of all pupils through Foundation Stage, Key Stage One and Key Stage Two, where parents and carers are advised on ways of supporting their child's reading to enhance the decoding and comprehension processes. All parents and carers are provided with examples of questions that can be asked to enable children to show their understanding of the books that they read at home. Parents and carers across the whole school are encouraged to write in their child's Reading Planner when they have heard them read, to support the communication between home and school. Children and families are encouraged to take part in the local library Summer Reading Challenge every year, starting and finishing with visits from the local librarian.

Reading Incentives

The frequency of every child's reading is monitored weekly. 'Reading Owls' are awarded to children for reading at home. Bronze, silver and gold owl badges are presented in assembly to recognise children's achievements. The scheme has proven popular and another stage has been added to the system: once children have completed the 'Brick Wall' challenge, they are awarded with a golden trophy for Reading.

Relationship to other subjects

We recognise the unique position of Reading as a medium for learning in all areas of the curriculum. Opportunities for children to explore and develop language use in other curriculum areas are identified by teachers at the planning stage. Computing links are also promoted whenever possible to assist and enhance Reading skills. Access to the Internet is also used when appropriate to enhance research skills.

Inclusion & Equality

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning



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needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum and offered to pupils in the conduct of staff and pupils.

Progression and continuity are dependent upon teachers' assessment of present achievement in knowledge, skills and concepts as well as previous learning experiences. This knowledge then shapes the planning of future teaching. To this end, assessment, target setting and planning processes are followed by all staff. The National Curriculum is followed to ensure continuity throughout Reading. Teachers differentiate in short term planning in the way in which is considered most appropriate for the child, group or objective being taught.

While the majority of pupils will be functioning well at their appropriate Key Stage, it is acknowledged that some children will require additional support either in-house or through outside agency support. Provision for this will be arranged initially by the class teacher and additional support will be provided through appropriate interventions to address gaps in learning. Interventions that we use include Fast Track Phonics and Bounce Back Phonics.

Children learning English as an additional language will be assessed as soon as possible once joining the school. Once assessments have been carried out, any further special provision will be made with the support of the SENDCo. Reading scheme books have been chosen to develop vocabulary.

Teachers differentiate texts and activities accordingly to meet the needs of our more able readers. In addition, the school libraries are stocked with a plentiful supply of new and attractive resources to satisfy their increasing appetite for stimulation and challenge.

We aim to provide suitable learning opportunities irrespective of race, gender, disability, faith, religion or socio-economic background.

Curriculum Impact

Assessment Reporting & Recording

At Deepdale Community Primary School we recognise that the assessment and recording of Reading and Phonics is part of the overall assessment of the child and should be seen alongside all the other areas of development. Assessment in both areas reflects the general principles and procedures laid down in the school's assessment policy. Key elements of our Reading and Phonics assessments are:

- Evidence in orange Reading Journals and yellow English books
- Pupil Interviews carried out on a termly basis
- SATs results, Phonics Checks and Cornerstones termly test results with subsequent gap analysis
- Phonics half-termly assessments in EYFS, KS1 and identified children in KS2
- Weekly 1:1 reading with the teacher alongside notes in home Reading Planners
- Progress against the school termly non-negotiables for Reading
- Intervention notes inc. those for SEND pupils based on individual TLPs
- Notes from Pupil Progress Meetings
- Year 1 Phonics Screening Check results
- During Key Stage One teachers make an assessment of children's attainment in phonics at the end of each term and this is tracked throughout the year to ensure progress at an appropriate pace is being made
- In the Foundation Stage, teachers assess against the termly 'checkpoints' - information provided within the Early Learning Goals as set out in the statutory framework and non-statutory guidance materials including the newly structured Development Matters and Lancashire's 'Planning for Learning' document.

All assessment informs future planning.



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Reporting

Formal written reports are provided each year and this information is shared with parents. Additionally two other meetings are held each year with parents to discuss progress informally and to share targets for progress. This is in addition to the termly year group parent meetings and Reading or Phonic Workshops where expectations are outlined. The Phonics Screening Check results in Year 1, teacher judgements for reading in Year 2 and SATs scores for reading in KS2 are all shared with parents at the end of each academic year.

Recording

At Deepdale Community Primary School all children within KS1 and KS2 have orange Reading Journals and yellow English books to record their learning. In addition, KS1 have yellow Phonics books in which they record their daily 20 minute phonic lessons. Within the Foundation Stage the children have Writing Books where examples of independent learning are collated. Practical activities are sometimes evidenced through the use of photographs.

Monitoring & Evaluation

The leadership and management of the Reading and Phonics curriculum are the responsibility of the subject leaders and other members of SLT, who are also responsible for improving the standards of teaching and learning in Reading. To enable this, the subject leaders / SLT: -

- Support colleagues in their teaching, by keeping informed about current developments in Reading and Phonics and by providing a strategic lead and direction for the subject area
- Give the Headteacher and Governing Body a termly summary report in which strengths and developmental areas are evaluated
- Indicate areas for further improvement in the form of a section on the Ofsted action plan. A review of this action plan is presented to the governors each term at the curriculum committee meeting
- Monitor and evaluate the effectiveness of the teaching and learning in Reading and Phonics, including pupil progress, provision for phonics and reading as well as the quality of the learning environment through formal and informal observations (walk-throughs) and work scrutiny
- Conduct pupil reading interviews
- Take the lead in policy development
- Audit and support colleagues in their CPD based on outcomes of monitoring and/or assessment, and as part of the rigorous appraisal process inc. team teaching, demo lessons, joint planning, lesson studies, coaching and mentoring
- Purchase and organise resources

Resource Management

Reading resources are organised according to the Phonics Phase book band system (see chart below). Boxes containing books for each phonics phase are stored within individual classrooms. Children are encouraged to choose their own home readers from the appropriate box, under the supervision of an adult.

Resources for guided and shared reading are kept centrally in the cupboards in the corridor (near the school hall) in Key Stage Two, and in the cupboards adjacent to the Hall in Key Stage One. EYFS also have storage cupboards containing their own reading resources. Alternative resources such as 'Reading Detectives' are available on the shared



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server. School has invested a lot of money in providing good quality, up to date reading resources both to take home and read in school.

All other resources linked to the effective teaching Reading are stored within classrooms. High quality books are available in all classroom Reading Areas as well as Pie Corbett's reading spine collections. Both Key Stage One and Key Stage Two Libraries are regularly updated with new, fresh reading material. Copies of 'First News' are delivered to each classroom at the start of the week.

Children in Key Stage One and Two have access to reading resources online via Purple Mash and Bug Club. A comprehensive selection of bi-lingual books are also available throughout the school.

When resources require replenishing, orders are placed through the curriculum leaders for English. There exists an English budget, as well as a separate allocation for the Library. On occasion orders for resources may be made through the year group team leader as they hold a separate budget also.

Review:

This policy was written in April 2018 and reviewed in November 2019, November 2021 and November 2022
This policy will next be reviewed in November 2024

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