



**Oxford Gardens Primary School**  
**Phonics and Reading Policy**

**Aims**

**At Oxford Gardens we aim to:**

- Ensure progression of reading skills across the school.
- Inspire pupils to read through exciting shared experiences.
- Develop a clear understanding of the structure and language features associated with different text types.
- To teach pupils to decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- To teach pupils to read 'tricky' words on sight.
- To teach pupils to understand what they read.
- To teach pupils to read aloud with fluency and expression.
- To teach pupils to spell quickly and easily by segmenting the sounds in words.

**Teaching and Learning**

- High quality texts are used to challenge, enthuse and engage children.
- There is a clear progression in the teaching of reading which includes the familiarisation of different text type, the identification of structure and language features, modelled reading, guided reading and independent reading.
- Progression of teaching reading includes giving children opportunities to work on fluency and expression within their reading.
- Use IPC themes to provide wide selection of books.
- Technology is used to enhance the children's engagement and understanding of reading through a range of mixed media.

**Guided Reading**

Pupils are grouped by reading ability. The teacher works with each group in a 4 day rotation during the week, with 1 day held as a whole class focus; it is up to the teacher's discretion as to whether this takes place at the beginning or the end of their school week. Each task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the reading strand chosen. Teachers choose a target for each group to work on based on an assessment of their individual needs.

## **Provision**

### **i) Foundation Stage**

In Reception the pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings - 'tricky red words'.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky red words'. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher, supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Reception has a daily phonics lesson which can include learning a sound, reading a book and completing a comprehensive task. Each class has a set of Ruth Miskin resources.

### **ii) Key Stage 1**

Key Stage 1 have a 35-minute phonics/ Guided Reading lesson each day which can include learning a sound; reading a book and completing a comprehensive task. Each group has a set of Ruth Miskin resources.

### **iii) Key Stage 2**

All Key Stage 2 classes have a 30-minute guided reading lesson each day, which will take place at 9:10 to 9:40am.

## **Planning**

Both Reception and Key Stage 1 use Ruth Miskin to plan each phonics and reading lesson. They use the interactive flipcharts, sound cards and books to plan interesting and engaging lessons.

Key Stage 2 should use the objectives and units flexibly to plan engaging and challenging learning that provides meaningful opportunities to read and understand what they have read.

The guided reading lessons are differentiated to different targeted levels and teachers are required to indicate on their planning if the children are working independently or as part of a focus group. Teachers use the reading strands from

the National Curriculum and the Guided Reading books to target learning at each level and ensure high expectations are set for children's progression.

Teachers are required to plan extension activities to ensure children are being stretched. The extension should provide a learning experience that builds on learning and targets progress to the next level. Planning should show where each child is placed within the class.

Every lesson has at least 1 assessment focus; these are either shared with the pupils or created with the pupils depending on age and ability. There should be up to 3 pieces of independent comprehension work in each child's book by the end of each week.

### **Assessment, Monitoring and Moderation**

In Key Stage 1 and Key Stage 2 the grades for each child are put on SIMS at the end of each term and teachers report to the SLT the reading level of every child in the class. Children from Year 1 to 6 are assessed against the new curriculum objectives for each year group. Teachers are expected to update excel sheets for their year groups termly, stating if the child has achieved an objective in Autumn, Spring or Summer. These will then indicate if a child is *emerging, developing or secure*. These are then used to input data on SIMS.

Half-termly progress meetings identify strategies addressing any concerns. On a weekly basis, teachers evaluate the progress of PPG children in order to track their progress and highlight any concerns.

Teachers are expected to use AFL strategies that are agreed and reviewed on a yearly basis, in all guided reading lessons.

Assessment is a critical element of our programme. The teachers assess:

- pupils' phonic knowledge
- the speed at which pupils are able to read the text
- their understanding of the texts they read.

We record the results from the Sound and Word Assessments which take place every term. This data allows us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers.

Strategic leaders and SLT moderate reading on a fortnightly basis, ensuring the whole school is moderated across a half term. Moderation for the following half term responds to the school needs identified at the end of the previous half term.

### **Equal opportunities and Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex.

To give plenty of opportunities for discussion and language development, it is important that children attempt lots of enquiry based learning. Teachers identify the children who need extra support with their reading and allocate a 1:1 reading volunteer or LSA.

### **Resources**

Guided reading resources for Key Stage 2 are stored on the Staff drive or in the appropriate classroom; the Guided Reading books are kept in the Year 4 spare classroom. Ruth Miskin resources are stored outside Reception and Key Stage 1 classes.

### **Use of ICT**

ICT is used to support and enhance children's learning. Laptop zones in each classroom provide opportunities for children to read online books and news articles. In Key Stage 1 children use iPads to practise their phonics and Key Stage 2 use the iPads to access a range of mixed media texts. Staff have been trained to effectively use a variety of programs on the computer in order to support their teaching, modelling and enhance the children's learning.

### **Home reading**

Reception can take home a levelled reading book at least once a week. Key Stage 1 take home a levelled reading book twice a week. Each child from Reception to Year 6 will take home a reading diary, this will be signed by their parent/carer 3 times per week. KS1 children will be given phonics homework once a week; KS2 children will take part in a reading homework per week, which will be displayed in their homework books.

<b>Policy Review Date: September 2022</b>
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