



Reading and Phonics Policy

At Spa Bermondsey, we understand how important reading skills are for our pupils. Our pupils join us with a wide range of prior skills and learning experiences, and we recognise their broad range of abilities. Our reading curriculum supports all our pupils in developing their reading skills to prepare them for the future.

Intent:

Spa Bermondsey reading curriculum aims:

- To provide an engaging and motivating reading curriculum that develops a love for reading.
- To offer pupils a wide range of texts to read and respond to.
- To provide a learning environment rich in literacy, with high-quality books and resources to spark pupils' curiosity and enjoyment of reading.
- To teach the necessary skills to read and communicate according to pupils' needs.
- To deliver a systematic and synthetic phonics approach to reading that develops decoding skills and builds the foundation for fluent reading.
- To offer pupils a wide variety of experiences that can be described using rich vocabulary.
- To teach essential language and communication skills across all subjects.
- To employ various teaching strategies to accommodate the unique ways pupils learn to read.
- To encourage parent involvement in the development of their child's reading through the school reading programme

Implementation

Reading area

All classrooms have designated reading spaces that are inviting. These spaces contain various suitable reading materials that pupils can access throughout the school day. Pupils change the books every term and are encouraged to borrow books to read at home.

The school library also has a reading area furnished with chairs, comfortable sofas, and reading hubs. It contains a wide range of reading materials that pupils can read and borrow. To minimise distractions, pupils are expected to sit quietly in the library.

Planning



Teachers carefully plan weekly reading lessons, considering pupils' reading pathways, next steps, and individual needs. They also identify strategies for teaching different reading skills. Their reading plans include a mix of interactive and independent activities to ensure that all pupils are actively engaged in their learning. All lessons have clear learning objectives, which are shared and reviewed with pupils. Teacher assessment against the Spa School Earwig Reading Framework is used to assess and review pupils' reading progress.

Reading pathways

The school uses reading pathways to identify pupils' current reading abilities, which allows teachers to create personalised learning plans for each pupil. Our reading pathways are designed for Early Readers (below Standard 4), Developing Readers (between Standard 5 and 6), and Confident Readers (at Standard 7 or above). These pathways ensure pupils receive the most suitable curriculum and teaching strategies as they develop their skills and mature as readers.

Phonics Teaching

All pupils at Spa Bermondsey have access to the accredited Bug Club Phonics program. This program uses a Systematic Synthetic Phonics approach that aligns with the National Curriculum and Early Learning Goals. Bug Club Phonics is an inclusive program that starts with listening and attention and then progresses through all levels of decoding and encoding, supporting reading fluency and accuracy.

Upon entering the school, pupils are assessed using the Bug Club phonic assessment tool. They are then benchmarked against the school Earwig Phonics and Reading framework, and their progress is tracked and monitored using the framework.

Pupils participate in weekly phonics sessions during reading lessons as needed. The length of these sessions varies based on their individual needs but typically lasts 15-20 minutes.

Assessment

When pupils start at the school, their class teacher will assess them to determine their reading level and establish a reading pathway to ensure access to the most appropriate reading materials. Following this initial assessment, pupils will be assessed weekly using various formative methods to monitor their progress toward the learning objectives set by their class teacher based on Earwig's next steps.

The Earwig reading and phonics framework is used to set and assess pupils' reading or phonic next steps and informs teacher planning. The assessment framework also helps teachers identify pupils not on track to meet their end-of-year reading targets. Teachers



then provide personalised intervention sessions to help these pupils progress towards their goals.

Teaching and Learning

Reading is taught in various ways, including as a standalone lesson, as a whole-class guided reading activity, and as part of cross-curricular learning. Discreet reading lessons are 30 minutes long and take place daily. Each reading lesson focuses on direct instruction and interactive oral work with the whole class, targeted groups, or individual pupils. All pupils will read with their class teacher at least once per week.

All classrooms are designed to support functional reading skills. They incorporate visual timetables and symbols on all signage and information and provide high-quality communication support for all who need it.

The Bug Club reading and phonics programme supports teaching reading and phonics. It includes various interactive and physical books and resources teachers can use to support their teaching of reading and phonics.

Teachers in KS4 and KS5 use reciprocal reading strategies to support the development of comprehension and inference in pupils on the confident reader pathway.

The First News Newspaper for young readers also supports the development of pupils' comprehension skills through current events, politics, and entertainment. Other practical resources created by teachers also support the teaching of reading to individual pupils.

Accreditation

In KS5, all pupils can achieve accreditation in reading through either ASDAN Reading Personal Progress units or Functional Skills reading exams. The accreditation they are entered for is determined by their reading level. Each pupil can work towards achieving a higher entry-level each year.

Parents/caregivers and reading at home

Parents and caregivers have access to the Bug Club Reading program at home, which allows them to access teacher-assigned books that their child can read independently or with support. They are encouraged to use the program at least once a week to support their child's reading. Additionally, Bug Club reading workshops for parents and caregivers are held twice a year to introduce them to the reading program and help those currently using it with their child. Parents and caregivers are also encouraged to read with their children at home and to join their local public libraries so their child can access a wide range of books and



become enthusiastic about reading. Pupils are also encouraged to take books home to read with their parents and caregivers.