

Reading and Phonics Policy

October 2024

1. MISSION STATEMENT

Our Catholic school of St Ignatius' puts the faith and uniqueness of Jesus Christ at the centre of our vision for our children. We all strive to treat every person with respect and understanding. We know that no matter who we are or what our backgrounds, in school we will be listened to and valued. We are all children of God. We are totally committed to providing every opportunity for all of our children to develop intellectually, socially, physically and spiritually through a working partnership with home, parish and other local faith communities so that our children are prepared for further opportunities, responsibilities and experiences.

We work in an atmosphere of reconciliation where we all learn to forgive each other and to start each day afresh.

We acknowledge our great responsibility to help all our children on their individual faith journeys guided by our belief in the Word of God. The diversity of faiths in our school challenges us to teach our children -

- to live together
- pray together
- and play together.

This is our school.

This is our community.

Here we all are, Lord!

2. AIMS

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

We believe that success in reading opens doors to a world of knowledge.

We aim to:

- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.
- Develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.

- To recognise the value of parents/carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2021)

In the Early Years Foundation Stage (Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body

Regular reports are made to the governors on the progress of English provision and to our English Governor Catherine Carruthers

This policy will be reviewed yearly or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

Early Reading and Phonics

At St Ignatius' we aim to teach the children to read fluently and accurately and to develop skills that promote understanding and interpretation of texts to support the curriculum. The importance of having secure phonic knowledge is essential for these skills to develop. We teach the children to apply their phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns. Our aim is to ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible. Children are taught how to blend and segment words and are encouraged to attempt to spell words for themselves, within the range of their phonic knowledge, by building the confidence and strategies to attempt the unfamiliar. Within the teaching of phonics, we ensure that children are also taught an increasing amount of 'Tricky

Words' which need to be learned by sight. Through teaching all the skills required, we are enabling the children to read and write with confidence, for a range of purposes in everyday life. From Foundation stage through to Year 2, daily sessions of phonics are taught.

Children are taught in small groups, either by a teacher or trained teaching assistant, which reflect their phonic knowledge and reading fluency. We regularly assess children so that they are taught in a group which matches their phonic knowledge.

Regular homework and weekly spellings are set to reinforce and develop phonics skills taught in school.

Phonics is an inclusive literacy programme for all children learning to read. It is a full teaching programme proven to develop fluent, enthusiastic readers, confident speakers and keen writers.

Children are taught to:

- Learn to read and write letter-sound correspondences quickly.
- Decode effortlessly.
- Apply skills of phonemes in order to read words.
- Read high frequency words that do not conform to regular phonics patterns.
- Spell and handwrite easily.
- Comprehend what they read.
- Read with fluency and expression.
- Write confidently using oral rehearsal.
- Work effectively with a partner to articulate their learning at every step.

Any pupil who is identified as not making expected progress within Key Stage 1, receives additional support and intervention. This includes either one-to-one or small group support addressing identified misconceptions or difficulties.

Key Stage 1 & 2

Shared Reading:

Whole class reading takes place in English lessons and aims to expose all children, regardless of ability, to high quality age appropriate texts. Questioning around that text can be differentiated in line with the class teacher's assessments.

Guided reading:

Pupils will have weekly guided reading sessions. Guided reading texts will be chosen by the class teacher to match the groups reading ability and provide them with access to a range of texts including fiction, non-fiction, and poetry. Each guided reading session will be led by the class teacher; however, where this is not possible a trained teaching assistant will alternate leading with the class teacher. Following their Guided Reading session, the children are allocated an activity to complete in their reading response books which supports the learning objective. This is assessed against Lancashire's KLIPS guidelines for reading allowing teachers to make accurate judgments regarding a child's progression and attainment.

Class Novel:

Children in EYFS will have access to sessions where the teacher reads to them each day. This may be a picture book or class novel as plotted on the English Curriculum Map. Children in Key Stage 1 and 2 will have their class novel or picture book read to them by the class teacher for 15 minutes each week, and more where timetabling allows. These novels have been plotted onto the whole school reading map and are aimed to expose the children to a variety of high-quality texts by different authors.

One to One Reading:

Children will be heard to read their own reading book individually by the class teacher or teaching assistant each week. Some children who are identified as needing additional reading intervention will be heard more frequently on a one to one basis.

Independent Reading:

Pupils are encouraged to read independently and read for pleasure. There are times in the school week designated for children to read quietly and independently, where there is no pressure for them to read aloud to an adult or peer.

Reading at home:

All children are encouraged to read at home on a daily basis along with physical hard copies of books. Each parent is given the opportunity to liaise with teachers through reading record books which record when the children have been listened to in School by a member of staff or a volunteer, and at home, and any issues or positives there may be.

Library:

Children in our school are encouraged to read widely and our School Library offers the children the opportunity for wider reading through the borrowing of a variety of books. The children have weekly access to the School Library which offers a wide variety of texts to capture interest.

Developing Reading for Pleasure:

We encourage a love of reading by holding book themed days and events both as individual classes and across the whole school, such as, reading challenges and competitions linked to World Book Day. We have strong links with our local library, welcoming them into assemblies and organising class or group visits throughout the year. A Book Fair is held yearly to allow all children the chance to look at new books of all genres and hopefully purchase a new book of their own to take home!

Assessment and Record keeping:

Teachers assess their classes on a termly basis and plan their assessments accordingly. For Years 1 to 6 Rising Stars Reading Comprehension Tests expose the children to a variety of age appropriate fiction and non-fiction tests in line with the national curriculum. The strengths and weaknesses of individuals and groups can be identified and interventions planned accordingly. In Year 1, pupils undertake the national phonics screening check in June each year. In Year 2 and Year 6 SATs are completed in May each year.