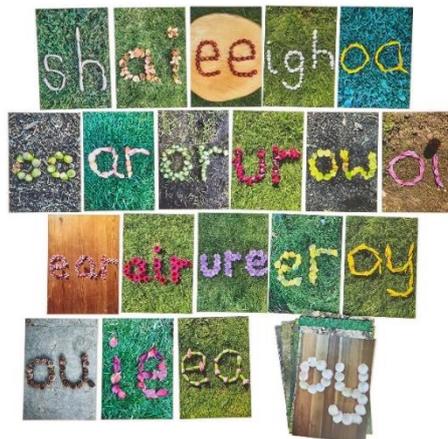




St Cuthbert's Catholic Primary School

Phonics and Early Reading Policy

God made us all unique
To learn, live and grow
To show care, concern and friendship
To be the best we can
Showing Christ's love in all we do.



At St Cuthbert's Catholic Primary School, we believe that every child deserves the opportunity to become a confident and fluent reader. Through high quality provision, every child is taught how to decode familiar and unfamiliar words, develop language comprehension through the words they hear and read and develop a love of reading for pleasure, creating the best life chances possible.

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public and parents' and carers' understanding of the curriculum.

Background

The national curriculum is designed to make sure that all children are able to read and write fluently by the time they leave year 6, so that they can make progress at secondary school. A vital element of this is the early and successful teaching of phonics. Understanding the letters on the page represent the sounds in spoken words underpins successful word reading. Children's knowledge of the English alphabetic code – how letters or groups of letters represent the sounds of the language – supports their reading and spelling. The Education Endowment Foundation (EEF) is the government-designated What Works Centre for Education, providing authoritative advice on evidence to improve teaching and learning. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it.

Department for Education – The Reading Framework -teaching the foundations of literacy January 2022

Aims

For the school:

- To raise standards in phonics and reading.
- To have a consistent approach across Early Years, Key Stage One and Two when teaching systematic and synthetic phonics.
- To follow a systematic and synthetic phonics programme where all adults deliver high quality teaching and learning that develops skills in decoding, reading and comprehension.

For pupils:

- To achieve a secure understanding of the alphabetic code.
- To decode familiar and unfamiliar words with fluency in order to understand what is being read.
- To read appropriate texts with fluency and understand what they have read.

Strategy for Implementation

Entitlement and curriculum provision

Phonics is taught daily through discrete sessions separate to other subjects. All pupils access high quality provision as a whole class to develop their phonological skills through Phases 1-6. Pupils who are identified as needing additional support access small group additional phonic teaching alongside whole class provision. All Early Years and Key Stage 1 teachers have received specialist phonic training to deliver the phonic phases taught in their year group. Intervention groups are delivered by teaching assistants under the direction of the class teacher/senior leader.

Teaching and Learning

Phonics is a skill which needs to be taught explicitly. At St Cuthbert's we previously followed 'Letters and Sounds' and will now follow 'Fisher Family Trust Success for All Phonics'. This is a validated systematic and synthetic phonics programme approved by the Department for Education.

"There is no statutory requirement for schools to choose one of the SSP programmes on the validated list. Ofsted does not have a preferred programme or approach. What's important is that schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged."

<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>

'Success for All Phonics' follows the structure of 'Letters and Sounds' through a sequence of daily lessons. The lessons include a specific teaching focus with grapheme phoneme correspondence (GPC), links to common exceptions words with an additional discrete lesson of shared reading. Reading partners share a specific book aligned with the phonemes taught that day which supports the decoding process, reading fluency and comprehension.

Success for All Phonics: Scope & Sequence

<https://fft.org.uk/success-for-all-phonics-scope-sequence/>

Phase 1 continues to run through all aspects of teaching and learning from Nursery -Y6.

Nursery

Phase 1 – Phonological awareness and rhyming
Introduction to Phase 2

Reception

Phase 1 continued
Phase 2,3 and 4

Year 1

Phase 1 continued

Phase 5 and an introduction to phase 6

Year 2

Phase 1 continued

Phase 6

Key Stage 2

Phase 1 continued

Intervention - identified phases

Shared Reader sessions

<https://fft.org.uk/success-for-all-phonics-sample-reader-lessons/>

Reception and Year 1 receive a shared reading session that follows their phonic lesson. This is an opportunity for pupils to work in partners to develop their word reading fluency and comprehension along side 1:1 reading and guided reading opportunities.

The role of the teacher:

- To follow the school policy to help each child develop a secure understanding of the alphabetic code in order to decode and read fluently.
- To provide direct teaching and accurate modelling for decoding familiar and unfamiliar words in order to read and spell.
- To provide regular opportunities to apply phonological skills for reading and spelling.
- To deliver high quality discrete lessons that apply phonological knowledge into reading fluency and reading comprehension.
- To observe pupils, monitor progress and determine targets for development.
- To access specific phonics training to support the delivery of high- quality provision for their year group.

Inclusion

The vast majority of pupils are able to decode words and develop secure language comprehension. However, some pupils may require more support and a specific individual or group programme is drawn up in consultation with the class teacher and/or senior leader. Additional phonic support will be provided to support pupil progress and become a fluent reader. If there is insufficient progress advice and support will be offered from the SEND co-ordinator and other specialist provision. Pupils who join our school community with English as an additional language will follow our 'EAL' policy and welcome programme.

The learning environment

A dedicated phoneme/grapheme display is established in Nursery and Reception. At Key Stage 1, pupils have access to phonic materials to support their phonological development. This can be through sound mats and displays, alphabetic code posters, phoneme families and spelling patterns. In Year 2, spelling patterns and strategies are displayed to support accuracy in spelling when writing. Phonic and spelling information is shared with parents and carers through the school website, workshops, newsletters and home school record books.

The role of parents and carers

Supporting every pupil to become confident and fluent readers begins with the engagement of stories. Reading and talking about stories helps young children to develop their imagination. The latest reading framework (January 2022) suggests that families:

- Make reading aloud feel like a treat.
- Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't. Read favourite stories over and over again.

In partnership with St Cuthbert's, parents and carers will read with their child regularly and share their progress by writing positive comments in their reading record book. Children will have words to segment, blend and read or spellings with specific phonemes and spelling patterns to learn each week. Families will support their child to learn these each week.

Reading Eggs

From Reception to Year 2, pupils receive their personal login details to access an online platform that supports phonics, word reading and reading comprehension. Pupils have access to this each week and this supports part of home/school expectations for homework.

Decodable books and resources

Pupils receive a decodable reading book alongside an 'extended' reader linked to their phonic phase. The extended reading book contains decodable and high frequency words as well as some new vocabulary linked to the topic. Schools supports phonic learning through Floppy's Phonics, Oxford reading Tree, Splash Phonics, songs and actions from 'Jolly Phonics' as well as 'Phonics play'.

Monitoring and Evaluation

This will be undertaken by the class teacher and teaching assistants at the end of each phonic phase. Intervention groups will use 'Fisher Family Trust Success for All Phonics' tracker to review progress half termly and to plan focussed intervention using diagnostics. The tracker assesses phoneme recognition and articulation, decoding, reading fluency and comprehension as well as the Year 1 phonic screen. This tool supports direct focus on areas for development during whole class teaching and intervention groups.

The 'Phonic Lead' will monitor high quality teaching provision at agreed points throughout the assessment calendar. This will involve the following:

- Learning walks
- Book scrutiny (writing/phonics/GPS)
- Reading opportunities with pupils
- Assessment analysis with target interventions
- Impact on reading and writing progress

Pupils take the statutory 'Phonic screen' in the summer term of Year 1 and children who do not pass the threshold sit the screen again in the summer term of Year 2. Information is shared with parents and carers in their summer school report. This information is shared with the next class teacher so continued intervention and focussed support can be directed from the start of the new term.