



North Crescent Primary School

Reading & Phonics Policy

Updated: October 2022

Reading transports curious minds to wondrous realms of the imagination. It determines success not only in the classroom, but in life.

At North Crescent Primary School, the teaching of reading forms part of our English Curriculum. We aim to promote high standards of reading through clear progressive planning and effective teaching. Reading is an essential life skill that provides access to the experiences of people from different cultures and times. We believe children should be given every opportunity to acquire good reading skills in order to access the information that will support their development in all curriculum areas, now and in the future.

Reading Intent

At North Crescent Primary School, we want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. We are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success. By the time children leave North Crescent Primary School we want them to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

Reading Implementation

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers.

Reading is taught regularly, right through school. Children begin their reading journey with a focus on Phase 1 phonics. This concentrates on developing speaking and listening skills and has an emphasis on enabling children to become attuned to the sounds around them whilst developing the skills of oral blending and segmenting. This is a time where pupils are given an opportunity to familiarise themselves with books. Pupils learn how to hold a book the right way, how to turn pages, how to explore pictures, and are exposed to hearing stories - all vitally important skills to begin the reading journey which then progress into KS2.

Within Reception, reading is taught through both literacy-focussed activities based on books and through specific teaching of the Monster Phonics programme.

EYFS and KS1

Phonics

Phonics is a method of teaching reading and writing where children are systematically taught the relationships between the sounds in our language and the letters used to represent those sounds. Once children have been taught which sounds are linked to which letters they are able to 'crack the code' and can confidently have a go at reading and writing anything.

In EYFS and KS1, Monster Phonics' sessions are taught daily, for 20 – 30 minutes, with expectations that as children progress through school emphasis will be duly given to the National Curriculum spelling and grammar objectives.

Teachers and support staff plan for bespoke lesson structures depending on the needs of their children at that stage: this can be applied to a whole class, small groups or an individual child's needs.

Each daily session is structured using the *Revisit/Review – Teach – Practise – Apply approach*; this arrangement allows our children to have fun, be active and remain engaged through our systematic, quick paced lessons.

Children are given every opportunity to segment and blend words in their daily lessons. This allows for occasions where the children hear themselves saying new sounds thereby developing their oral competency as they progress through the Monster Phonics programme.

- See appendices for Monster Phonics curriculum Maps

At North Crescent Primary, our staff aim to teach one new thing each day e.g. either through new phoneme, segmenting, blending, reading, writing. As children progress up to year 2, they are encouraged to write more quickly, yet accurately following the principles of the Penpals handwriting scheme.

KS2

Accelerated Reader (AR)

Accelerated Reader is a computer based program that helps teachers manage and monitor children's independent reading practice to help develop both confidence and a love of books in our pupils.

Each child picks a book at his/her own level and reads it at his/her own pace. When finished, they take a short quiz on the computer - the quiz is an indication of how well the child has understood what has been read. AR gives both children and teachers feedback based on the quiz results which the teacher then uses to help the child set targets and ongoing reading practice.

Accelerated reading is designed not only to help children make good levels of guided progress in their reading and to ensure that the children have a good comprehension of what they read but

also to help foster a sense of choosing books for pleasure.

Whole School Approaches

Whole-Class Reading

Whole class reading sessions, like Monster Phonics in EYFS/KS1, are more structured in KS2; whole class sessions allow all children (regardless of their personal word recognition and phonics skills) to access, experience and discuss high-quality texts therefore preventing them from being held back by the mechanical skills of reading.

These sessions follow these guidelines:

- Where possible, the texts taught and explored should be linked to either the literacy text-type being taught in Literacy lessons or the overall topic content. If possible, the text will link to both but the quality of the text the children are exposed to is more important than making tenuous links or using an inappropriate text.
- The objectives will be taken from the National Curriculum and EYFS curriculum with an emphasis on the reading domains. Teachers will use ongoing assessment to aid their planning
- In EYFS and KS1, links will be made between phonics/spellings and reading to strengthen the children's understanding. In KS2, this will happen when necessary for those children who still need these links to be made explicit.

- The reading planning will cover a weekly cycle where the children will be able to get to know and properly explore a text chapter(s). They may also look at links between different texts. They will be taught a mixture of skills and comprehension strategies that reflect what they need.
- All reading comprehension work completed is assessed through daily verbal feedback and marking (where applicable) in line with the school's marking policy.

Reading for Pleasure

Reading for pleasure is an important part of the reading curriculum here at North Crescent Primary School where the children are given the time to read and most importantly discuss the books they like. The teachers and other staff members also model this process and encourage the children to reflect on their own reading and share their opinions as much as possible.

Assessment and monitoring

Assessment is used to inform the planning and the teaching of reading. This takes various forms: Key learning objectives for reading are identified from the National Curriculum (2014) and are translated into learning Intentions. Pupils' progress is assessed during whole class reading sessions/Phonics sessions, supplemented by observations in shared reading and through individual assessments.

In Reception, Key Stage One, and when children are still accessing Phonics teaching children will be informally assessed throughout sessions and future phonics work planned accordingly.

All children will be formally assessed at the end of each term in the following areas:

- grapheme phoneme correspondence knowledge;
- segmenting and blending;
- reading of tricky words;
- reading of non-words.

At the end of Year One it is statutory for all children to complete the Year One Phonics Screening Check. This usually takes place in June. Children who do not achieve the required standard in Year 2 will need to retake the check the following year to ensure they have made good progress.

SATS (Standard Assessment Tests) are given at the end of Year 2 and 6. They are used to show children's progress in reading. In KS1 the tests are more informal and the results are used to aid teacher assessment, while in KS2 the tests are more formal and papers are sent away for external marking.

Reading Impact

At North Crescent Primary School, we aim to promote a positive reading culture where books and the love of literature is both celebrated and valued. We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group therefore the impact of our reading curriculum will ensure our pupils are academically prepared for life beyond primary school.

Appendix 1 - Monster phonics progression map EYFS

Appendix 2 - Monster Phonics Progression map Year 1

Appendix 3 - Monster Phonics Progression map Year 2

Appendix 4 - Reading Lesson Structure

Appendix 5 - Parent Guide to Accelerated Reader