



Cury CE Primary School Reading and Phonics Policy

Rationale

Our policy is to enable children to read with enjoyment, accuracy, fluency and understanding and to give them a lifelong interest in books. We believe a balanced approach to reading is essential and therefore use a variety of methods, including phonics and a range of reading experiences within and outside of Literacy teaching. We use Read, Write Inc to teach the synthetic approach to reading and spelling.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.

Through careful planning, teaching and assessment, teachers will provide children with an opportunity to:

- Learn to read and write all 44 graphemes in the English language.
- Learn specific strategies to help them remember tricky words.
- Ensure that the teaching of phonics is lively, interactive and investigative.
- Encourage children to apply their phonic skills in all curriculum areas.
- Become fluent, confident readers who enjoy their reading.
- Learn in an atmosphere of enjoyment and encouragement where the teacher models reading and demonstrates good practice.
- Access a range of literature that extends their literary experiences.
- Read, during Literacy lessons (shared reading), as well as during planned group reading sessions (Guided Reading) and individual practice.
- Discuss aspects of their reading.
- Learn and practise a range of reading strategies which will be regularly assessed by the class teacher to monitor the effectiveness of these strategies.
- Involve parents in an informed way in helping their children to become fluent readers.

Strategies

In the Foundation Stage, children are encouraged to:

- Recognise their own names and classroom signs
- Turn pages appropriately
- Understand that we read from left to right
- Talk about their favourite stories.
- Read well-known nursery rhymes together.
- Spend times enjoying books with other children, adults and alone.
- Recognise a growing number of words within books and to begin to learn to read and spell the common exception words and 'tricky' red words related to Read Write Inc.
- See that reading is important and necessary.
- Learn about phonics through the Read, Write, Inc phonic programme and a wide variety of games, songs, rhymes and activities.

In Key Stage One we build on this foundation to develop the children's ability to read. These reading skills are developed through our structured daily phonics lessons, shared and guided reading sessions and during the daily English lessons.

Strategies:

As children develop their reading skills they will be learning to:

- Retell a simple story.
- Talk about the meaning of what they are reading, discussing characters, plot, events and information.
- Discuss the contents of books and express an opinion and make recommendations.
- Read a variety of materials and genres.
- Read alone for longer periods.
- Read their own and other children's writing.
- Infer meaning from text.
- Develop a confident 'problem solving' approach to unfamiliar words and new text.
- Use reference books e.g. contents and index pages.
- Read quickly, skimming and scanning to find factual information.
- Develop a preference for favourite authors and non-fiction material.
- Develop the confidence and concentration to persevere with interesting but demanding books.
- Be able to comment on the literary effects created by the author.

Phonics

At Cury C of E Primary School we set for Phonics/Spelling and Grammar across the whole school. Children are taught in smaller groups according to their ability. We use Read, Write, Inc to teach the synthetic approach to reading and spelling. Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

Children are taught to look at the letters from the left to right, convert them into sounds and blend the sounds to work out the spoken forms of the words. For example, if children see the word hat, they need to know what sound to say for each grapheme (/h/ - /a/ - /t/) and then to be able to blend those sounds together into a recognisable word.

Home Reading Books

In Reception, as children gain confidence with building and recognising key words they will be given the sounds that they have focused on in school. Then the children will take a Read, Write Inc book home to practise their skills in phonics. The books that go home have been shared at school during their phonics lesson. They are matched to the sounds the children have been taught.

Reception, year 1 and year 2 children will also take home a choosing book from the library which the children will choose themselves. This is a book for parents to share with their children. It is important that children experience reading and listening to a range of books.

Assessment Reading is regularly assessed through shared and guided reading. In Year R, reading is assessed in many ways. The Foundation Profile lists the progressive steps in language and reading (e.g. shows an awareness of rhyme and alliteration, uses phonic knowledge to read simple regular CVC words etc) and children are also regularly tested on their key words from the Year R high frequency word list.

National Phonic Screening

All children in Year One will be screened using the National Assessment materials in Term 6, end of June. If the children in Year One do not pass the screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

Equal Opportunities

All pupils (regardless of gender, cultural background, class, disability and ability) will have the opportunity to achieve the highest possible achievements without making impossible demands on them. All children will be encouraged to value their own and other people's contributions. For further details see the School's Equal Opportunities Policy.

Date of policy: October 2021

Date of review: October 2023