

Black Horse Hill Infant School



Phonics and Reading Policy

Signed by:

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1. Vision, Aims and Values

Learning for Life



School Vision

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

School Aims

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

School Values

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

2. Legal framework

This policy has due regard to statutory legislation and guidance including, but not limited to the following:

- DfE (2014) National Curriculum for England: English programmes of study
- DfE (2020) Statutory framework for the Early Years Foundation Stage

3. Intent for Phonics and Reading

<i>"There is more treasure in books than in all the pirates' loot on Treasure Island."</i>	<i>"A child who reads will be an adult who thinks."</i>
<i>Walt Disney</i>	<i>Sacha Salmina</i>

Great importance is placed on promoting and instilling in children a deep love of literature. We aspire for our children to be confident, independent readers, in the best place possible for their continued learning at our Junior School and beyond. Our reading scheme is Active Learn BugClub, which includes Phonics Bug books (100% phonically decodable, matching the children's specific stage in phonics). The children will read the same book in school at least four times and will take this book home each night to read too. Learners at Black Horse Hill Infant School follow the Letters and Sounds phonics programme, starting from Foundation 1. Reading knowledge is taught explicitly and progressively in all year groups, starting with the basics of the phonic code and building up to fluently reading words that follow a more sophisticated rule. We generally adopt a whole-class approach with "keep up not catch up" as our mantra.

Across the curriculum, children are exposed to high quality texts, not least through our Read to Write scheme. Moreover, reading for pleasure is a cornerstone of our approach, with themed class libraries in every room.

4. Implementation for Phonics and Reading

EYFS:

Learning and experiences for early years' pupils will be based on the seven areas of learning and development as outlined in the DfE's Statutory Framework for the Early Years Foundation Stage. For phonics and reading, the prime area is communication and language and the specific area is literacy.

Phonics and reading learning is planned to provide the children with the experiences, knowledge, vocabulary and skills needed to be successful in their future learning.

KS1:

The National Curriculum is followed and provides a full breakdown of the statutory content to be taught in years 1 and 2.

Subject content Key stage 1

Statutory requirements – year 1.

Reading: word reading

Pupils should be taught to:

- ♣ apply phonic knowledge and skills as the route to decode words
- ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ♣ read other words of more than one syllable that contain taught GPCs
- ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ♣ re-read these books to build up their fluency and confidence in word reading.

Reading –comprehension

Statutory:

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ♣ being encouraged to link what they read or hear read to their own experiences
- ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

- ♣ recognising and joining in with predictable phrases

- ♣ learning to appreciate rhymes and poems, and to recite some by heart

- ♣ discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- ♣ drawing on what they already know or on background information and vocabulary provided by the teacher

- ♣ checking that the text makes sense to them as they read and correcting inaccurate reading

- ♣ discussing the significance of the title and events

- ♣ making inferences on the basis of what is being said and done

- ♣ predicting what might happen on the basis of what has been read so far

- ♣ participate in discussion about what is read to them, taking turns and listening to what others say

- ♣ explain clearly their understanding of what is read to them.

Year 2:

Reading – word reading:

Statutory:

Pupils should be taught to:

- ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

- ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

- ♣ read accurately words of two or more syllables that contain the same graphemes as above

- ♣ read words containing common suffixes

- ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

- ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

- ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

- ♣ re-read these books to build up their fluency and confidence in word reading.

Reading comprehension:

Statutory:

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

- ♣ discussing the sequence of events in books and how items of information are related

- ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

- ♣ being introduced to non-fiction books that are structured in different ways

- ♣ recognising simple recurring literary language in stories and poetry

- ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary

- ♣ discussing their favourite words and phrases

- ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- ♣ drawing on what they already know or on background information and vocabulary provided by the teacher

- ♣ checking that the text makes sense to them as they read and correcting inaccurate reading

- ♣ making inferences on the basis of what is being said and done

- ♣ answering and asking questions

- ♣ predicting what might happen on the basis of what has been read so far

- ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

- ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Teaching and Learning

The **phonics and reading co-ordinator** will be responsible for overseeing the planning, resourcing and monitoring of the school's phonics and reading programmes.

The subject matter covered in phonics and reading reflects the requirements of the national curriculum.

Phonics lessons are 25 minutes and take place daily.

Reading in Foundation 1 (Nursery)

In our nursery, children enjoy learning nursery rhymes and voice play songs. Rhymes sensitise a child to the individual units of sound that make up a word. The rhythms present in nursery rhymes help children to remember the words, exercising their auditory memory skills. Children in F1 choose reading books from the school library to share at home with their adults. These books help to promote a love of reading and also help to develop children's vocabulary. Wordless books are sent home initially and are also used in class to encourage children to become storytellers. We see huge value in this as it teaches and reinforces how to hold a book; how a book is read; that we read from left to right and how to turn pages. The children also benefit from exploring existing language or using new vocabulary they have learnt. The children have access to books in their provision. The children's vocabulary is further developed by having a word of the week. This is shared with parents to encourage the children to use it at home.

In line with the rest of the school, we follow the Letters and Sounds Programme, starting in Phase One. Small group activities that focus on listening to individualised sounds including environmental sounds will be a huge part of the learning that takes place in nursery. Research tells us that with an increase in the amount of technology and less "quality talking time" at home, listening skills have decreased over time. As such, this core skill should not be underestimated in terms of its value as it underpins all future phonic learning.

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Reading in Foundation 2 and Key Stage 1

In F2 and Year 1, the predominant focus of teaching reading is through systematic synthetic phonics. This is a proven approach to teaching reading with the knowledge of segmenting and blending phonemes to read words in a progressive way. As soon as all the children have started school in F2, whole class phonics teaching begins (by week 3). At Black Horse Hill Infant school, we follow Letters and Sounds. In the spring of 2021, all staff received phonics training provided by one of the Department for Education's accredited Hubs – The English Hub at Childer Thornton Primary

School. We use the accredited Phonics Bug books that match the Letters and Sounds scheme. These are 100% fully decodable texts and are allocated to children as soon as they have learnt a set of four GPCs. Letters and Sounds strives to teach children to decode words and read fluently using the GPCs that have been learnt. Moreover, it incorporates a series of “tricky” words. We teach tricky words as words that are phonetically decodable but we haven’t learnt the spelling rules yet. Furthermore, a successful programme would expect children to not only read with accuracy and automaticity and confidence but to spell with increasing fluency too.

The children will read the same phonetically decodable book in school at least four times and will read this book each night at home too. This can be supplemented with reading for pleasure books that are designed to be shared with an adult – not necessarily read independently but to provide a love of books.

Children are taught daily for 25 minutes (shorter sessions for F2 particularly at the start of the year) and are grouped according to their developing phonic ability to allow a precise and targeted approach to teaching. We have adopted a whole class approach to teaching phonics with a firm emphasis on “keep up, not catch up”. Therefore through close monitoring, at the end of each session, the teacher can identify any children who will benefit from a 5 minute intervention by a trained practitioner at some point in that day. The use of post it notes with words or graphemes may also be used so that all adults and children can help the child secure that knowledge. However, we recognise that not all children will cope with the demands of the whole class dynamic and there may be some small groups for phonics lessons. These children will also have additional 5 minute interventions at some point throughout the day too. The groups are fluid and children will move between them according to their needs.

The phoneme grapheme correspondences that children are taught include:

- Single letter phonemes
- Digraph - a two letter phoneme written down eg, ai in snail.
- Tri-graph - a three letter phoneme written down eg igh in light.
- Split-vowel digraph – where the digraph is split by a consonant eg, like. The i and the e together make the ie phoneme but are split by the letter k.

During phonics lessons children will:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Recognise and read common exception words/tricky words and identify which part of the word is tricky
- Understand what they read
- Read aloud with accuracy, fluency and expression
- Learn to spell by segmenting the sounds in words (using robot arms)
- Work on letter formation to develop their handwriting (practise makes permanent)

In Year 2, once the children have completed the *Letters and Sounds* phonics programme, they are taught reading in small guided reading groups once a week. The focus of this is to continue to

develop comprehension, whilst continuing to work on fluency with more challenging texts. Within these sessions, children are taught to read aloud with expression and appropriate intonation; articulate their thoughts and ideas; identify and explain the sequence of events in texts; communicate their understanding of key aspects of fiction and non-fiction texts such as characters, events, titles and information; further develop their understanding and use of inference; make predictions on the basis of what's been read so far; and make comparisons and links within and between texts. Children in Year 2 are encouraged to read every night and will take home a book that is closely matched to their level of accuracy, fluency and comprehension. Parents are encouraged to still hear their child read aloud for the majority of the time, although we acknowledge that children in Year 2 are starting to develop the skill and desire to read quietly to themselves. Whilst children may wish to do so, it is important that parents are supporting their child's comprehension of the text and giving them the opportunity to discuss what they have read.

Spelling in Year 2 is taught using Babcocks' No Nonsense Spelling programme.

Cross-curricular links are made:

Science:

Particularly via non-fiction texts, elements of the science curriculum will be reinforced or introduced.

PSHE/Jigsaw:

Children will work collaboratively, often sharing ideas or working in pairs or small groups.

Moral, Spiritual and Cultural:

Moral – children will be given the opportunity to debate, considering right and wrong regarding the actions of story characters.

Spiritual – children respond to literature by considering how they would feel if they were the character in the story.

Social – taking on different roles in paired or group activities

Cultural – share texts from around the world and from different cultures

Reading: Reading sessions last 30 minutes and take place a minimum of 4 times a week.

The Reading Model:

The children read in groups and each day has a specific focus. The book they are reading will be allocated on Bug Club on a Monday*. A hard copy of the book may also be sent home.

Daily Focus -

Day 1 – Decoding

Day 2- Fluency

Day 3 – Comprehension

Day 4 – Prosody (expression and taking note of punctuation Year 1 and Year 2)

Within each session there is a specific structure that all staff follow throughout the school.

Structure

Focus 1: Grapheme Phoneme Correspondence

Focus 2: Tricky words from the text on flash cards

Focus 3: Teach the children to read the tricky words in the text

Focus 4: Adult on Day 1 and 2 models reading by segmenting and blending the words on 1 or 2 pages

Planning:

Through staff-training, all teachers know the expectations for planning in phonics and reading. Phonics planning has a clear structure:

Revisit

Teach

Practise

Apply

Assess

Reading: As previously stated, reading has specific focuses on different days and the teacher's planning reflects this. During the comprehension day, there is a specific focus eg. retrieval or inference.

Long-term planning for phonics will be used to outline the content taught within each year group:

Whole School Phonics/Spelling/Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Environmental Sound discrimination	Instrumental Sounds Initial sound of children's names	Rhyming and rhythmic activities.	Continuing a rhyming string	Hearing and saying initial sounds in words	Blending and Segmenting
F2	Phase 2 Set 1: s, a, t, p. Set 2: i, n, m, d. Tricky words- l, to, the	Phase 2 Set 3: g, o, c, k. Set 4: ck, e, u, r. Set 5: h, b, f, ff, l, ll, ss. Tricky words- no, go, into	Phase 3 Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Tricky words- he, be, we, me, she, you	Phase 3 Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi Tricky words- are, her, was, all, they, my	Phase 3 Vowel digraphs and trigraphs: ear, air, ure, er. Phase 4 Blending and reading words with adjacent consonants Tricky words- said, have, like, so, do, come, some	Phase 4 Blending, reading and writing words with adjacent consonants Tricky words- Little, one, were, there,
1	Phase 4 Reading and spelling CVC, CVCC, CCVC words Reading and spelling words containing adjacent consonants Tricky words - said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her	Phase 5 ay, ou, ie, ea, oy, ir, ue, ue, aw, wh, ph, ew, ew, oe, au, ey, zh Tricky words - oh, their, people, Mr, Mrs, looked, called, asked,	Phase 5 a_e, e_e, i_e, o_e, u_e, u_e Alternative pronunciations for a,e,i,o,u Tricky words - water, where, who, again, thought, through, work, mouse, many,	Phase 5 Alternative pronunciations - ow, ie, ea, er, ou, y, ch, c, g, ey Tricky words - laughed, because, different, any, eyes, friends, once, please	Phase 5 Alternative spellings - ch, j, m, n, r, s, z, u, i, ear, ar,	Phase 5 Alternative spellings - air, or, ur, oo, ai, ee, igh, oa, (y)oo, oo
2	Phase 5 GPCs including polysyllabic words. Homophones (sea/see and be/bee) blue/blew, flower/flour, bare/bear, whole/hole /ai/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)	Homophones to/two/too, son/son /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' /s/ sound spelt 'c' before 'e', 'i' and 'y' /n/ sound spelt 'kn' and 'gn' at the beginning of words	/ai/ sound spelt 'y' Lesson 3 Practise /ai/ sound spelt 'y' Strategies for learning words: common exception words and high-frequency words (could, should, would, most, both, only, prove, improve) Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	/ɒ/ spelt 'a' after 'w' and 'qu' /ʒ/ spelt 's' Lesson Homophones (new/knew) Lesson 10 Teach/Practise Homophones (there, their, they're) Adding '-es' to nouns and verbs ending in 'y' The possessive apostrophe (singular nouns) Adding suffixes '-ful', '-less' and '-ly'	The /l/ or /əl/ sound spelt '-el' at the end of words. Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y' The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' Suffixes '-ment' and '-ness'	/ʌ/ sound spelt 'o' /l/ or /əl/ sounds spelt 'il' at the end of words

			<p>Revise /l/ or /ə/ sound spelt '-le' at the end of words and following a consonant</p> <p>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</p> <p>Adding the ending 'y' to words ending in 'e' with a consonant before it</p> <p>/i:/ sound spelt 'ey'</p> <p>Near homophones (quite/quiet)</p> <p>/r/ sound spelt 'wr'</p> <p>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p>	Words ending '-tion'	<p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The /l/ or /ə/ sound spelt '-al' at the end of words</p>	
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5. Impact

Monitoring and review: The phonics and reading subject leader/ headteacher or deputy headteacher will undertake a monitoring of the curriculum exercise at least once every 2 weeks. Over the course of the year, the English subject leader/ headteacher and deputy headteacher will work with individual children from all year groups as part of monitoring and moderating standards.

This policy will be reviewed on an annual basis to ensure that it complies with the latest legislation, guidance and best practice.

The next scheduled review date of this policy is February 2023.

Assessment:

Assessment / Reporting

Assessments are daily and will be both formative and cumulative.

At the end of each phonics lesson, anyone found to be insecure with a GPC or tricky word or blending using a GPC will have a same-day targeted 5 minute intervention with a trained member of staff.

Each half-term, phonic assessments are conducted and data is given to the phonics lead and headteacher to analyse.

Reading assessment is also daily with evidence drawn from four main areas:

- a) Fluency and accuracy of decoding.
- b) Responses to and reflection on texts read.
- c) Comprehension
- d) Study skill and the ability to locate information.

Year 2 have reading SATs and this summative data helps inform teacher judgement on the children's current attainment.

At the end of each year staff in all year groups will provide written reports to parents about the child's progress. At the end of Key Stage 1, the results of the statutory assessments are reported to parents.

6. Equal Opportunities/Promoting Diversity in phonics and reading

All children will have equal access to the phonics and reading provision at Black Horse Hill Infant School.

Lessons should reflect diversity and inclusivity, with people from different countries, race, gender, background, religion and where appropriate abilities (able and disabled people) evident.

7. Roles and responsibilities

The phonics and reading subject leader will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring teaching programmes.

- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding phonics and reading.
- Providing guidance, including INSET training to phonics and reading staff, as part of their ongoing professional development.
- Undertaking the performance reviews of phonics and reading staff and updating the headteacher.
- Celebrating and promoting the phonics and reading curriculum and the work of pupils throughout the school.

Staff teaching phonics and reading will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the phonics and reading subject leader.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the phonics and reading curriculum.
- Facilitating the teaching of the phonics and reading curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the reading leader apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the phonics and reading coordinator.
- Keeping apprised on current affairs and best practice on their phonics and reading curriculum, and applying this to their schemes of work.