|  |  |
| --- | --- |
| Adobe Systems | **Barrow CE Primary School** **Phonics and Early Reading Policy** **March 2024** |

School Context

Barrow CE Primary is a small, rural school located outside the City of Chester, consisting of two mixed age classes. We have high expectations of all our pupils and believe that phonics and reading is key to allow all children to access the curriculum, and to become successful learners and lifelong readers. Our approach to teaching phonics and early reading has been designed to allow success for all pupils, regardless of their background.

Intent

At Barrow CE Primary School, we believe that all our children can become fluent, confident and competent readers and writers. To ensure this happens we teach using the Phonics Programme Ready Steady Phonics. We follow the Ready Steady Phonics progression document which systematically develops children’s understanding of the phonics code and builds upon previous learning in an incremental manner as they move through school.

The programme develops children’s ability to blend and segment, using their current phonics knowledge, allowing early success, and increasing their confidence in reading. As a result, children at Barrow School are able to tackle unfamiliar words using their phonic knowledge.

We also model and apply the skills taught in the discrete phonics session into reading and writing across the curriculum, ensuring pupils apply their knowledge and skills.

In the Early Years and Key Stage 1 especially, we have a strong focus on language development as we recognise that speaking and listening are crucial skills that underpin reading and writing.

At Barrow School, we also want our children to be able to read for meaning and pleasure and to be able to view themselves as lifelong readers. The matched decodable readers provided by Ready Steady Phonics support this and provide engaging and meaningful texts for children to decode and to discuss for understanding. Development of comprehension is promoted within the Ready Steady Phonics, shared and guided reading sessions and these are built on further as the children move through our school.

Our Early Reading and Phonics Lead is responsible for Ready Steady Phonics, monitoring and supporting the practice and ensuring fidelity to the Ready Steady Phonics programme. The Phonics Lead also endeavors to develop the skills of other teachers and teaching assistants to enable them to be expert teachers of early reading and phonics.

Implementation

**Reception**

At Barrow School we provide a balance of adult and child-led activities which meet the curriculum expectations in ‘Communication and language’ and Literacy’. These include:

* Sharing high quality stories, poems, and non-fiction
* Learning a range of songs and nursery rhymes
* High quality language interactions
* A range of quality listening activities

**Reception and Year 1**

Daily Lessons

* Phonics is taught every day. At the beginning of Reception, the programme begins with shorter, engaging, age appropriate sessions, but quickly develops into the full-length sessions. A review session is built into the programme each week (on a Friday) which, alongside regular review and assessment weeks, enables a clear understanding of where our children are at and what further teaching they may need to allow them early success.
* The daily sessions include a clear 4 part lesson (Revisit, Revise, Teach, Practice and Apply) and cover letter formation, segmenting and blending, real and pseudo words, and application into reading and writing.
* We follow the Ready Steady Phonics progression document through Reception and Year 1 which gives clear, high expectations about what is to be taught and when.

Ready Steady Go: Keeping All Children On Track

* Any child who is identified as requiring additional support will receive immediate intervention through the Ready Steady Go sessions. These are in addition to their daily Ready Steady Phonics lessons.
* The sessions are 15-20 mins long and are between 3 and 5 times per week in frequency, depending on the area of difficulty identified.
* The sessions use the same procedures, resources, and materials as Ready Steady Phonics but with more repetition and scaffolding with a fully trained adult.
* Regular phonics lessons using the Ready Steady Phonics materials are also timetabled for any children in Years 2- 6 for children who are not fluent in decoding or who have not passed the phonics Screening Check in Year 2. The Ready Steady Assessments are used to clearly identify the gaps in knowledge for those children so that the appropriate teaching can be put in place by a trained adult.
* Children with common and specific difficulties are taught in small groups/1:1 using the Ready Steady Phonics materials.

**Teaching reading**

* Ready Steady Phonics provides matched reading books which align directly to the Ready Steady Phonics progression document. These are available on-line and/or hard copies.
* The teaching of reading takes place through:
* A shared read of the decodable text, led by a trained adult following the Friday session
* A group read of the decodable text will take place with a trained adult
* This book will also be used for 1:1/independent reading for consolidation and to develop confidence
* The books cover fiction, non-fiction, and rhyme

**Home reading**

* The decodable reading book is taken home/access to the online reading book given
* The children are expected to read this to an adult, practicing and consolidating their skills in phonics at home
* This is monitored by the class teacher and the Early Reading and Phonics Lead
* Support for parents in how to listen and support their child in reading a phonically decodable book is given in the Reading and Phonics afternoon. This takes place in the Autumn term each year, which all parents are encouraged to attend.

**Reading for pleasure and enjoyment**

* **Improves Wellbeing:**

“*Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person’s understanding of their own identity, improves empathy and gives them an insight into the world view of others”* (The Reading Agency 2015).

* **Improves Academic Success:**

“*Students with more positive attitudes towards reading are more likely to read at or above the expected level for their age*” (Clark 2014)

* **Improves Knowledge and Understanding:**

*“I read for pleasure and that is the moment I learn the most”*  Margaret Attwood – Author

**At Barrow School, we immensely value reading for pleasure and enjoyment, and we understand the positive impact reading for pleasure can have on children. To encourage our children to engage with and have a love of books we have:**

* **Story time:** we have a daily story time. We choose a range of books for these, fiction, non-fiction and poetry, stories from other cultures, and books that reflect our local community.
* **Book Corners:** classrooms have a book corner which encourages a love of reading. Children are encouraged to use the books purposefully. The books within these areas are specifically chosen to link with topics, recently read story books and the author of the half term etc.
* **Book Recommendations:** pupils regularly recommend books to each other to encourage their peers to read them.
* **Beloved Books:** these books have been selected by teachers and children for the children to take home and share with an adult. We would like adults to read these books to their child and talk about them to help develop their child’s love of reading. Children will be able to read some of these books to an adult at home, as their reading develops.
* **Books of interest**: children are encouraged to take a book home to share with an adult.
* **Paired reading and Buddy Reading:** regularly takes place in classes and between classes.
* **Home reading records:** these are used by adults in school to record any reading taking place and interventions which are taking place. Pupils also have a reading record for home for an adult to record their reading.
* **Shared and Guided Reading:** Takes place to teach the skills of reading.
* **Mystery Readers:** Members of the local community including parents are invited into school to share their love of reading and read aloud to the children.
* **A Reading Shed:** At breaktimes pupils can read independently or with a friend.
* **Author of the half term:** We regularly learn about significant children’s authors and look at some of their books.
* **National Poetry Day:** Pupils learn and perform a poem for the whole school

Impact

**Assessment**

Formative

* Daily formative assessment is built into the Ready Steady Phonics teaching sequence and the workbooks have a dedicated, daily opportunity to record formative assessment to be reinforced in the daily Ready Steady Go sessions
* A weekly session allow opportunities to review and identify gaps in learning that will then be addressed in the Ready Steady Go additional sessions
* Ongoing observations of children during the phonics lesson are used to inform gaps in learning and broader application of phonics skills and knowledge across the curriculum

Summative

* Regular five or six weekly assessments take place as identified in the Ready Steady Phonics progression document. These weeks will be used to assess progress and identify children who need further group/individual support.
* The assessments are carried out by the Early Reading and Phonics Lead and will be shared with the head teacher to narrow attainment gaps between different groups of children, with a focus on the lowest 20% of pupils.

Statutory Assessment

* All children in Year 1 will sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for Ready Steady Go: Keeping All Children On Track

* Children in Years 2-6 will be assessed through on-going formative assessment as well as through the regular Ready Steady Phonics summative assessments. We use the NFER Reading assessment materials once a year.

Policy agreed by the Curriculum and Safeguarding Committee March 2023

Policy Review Date: March 2026