Phonics and Early Reading Policy

Intent

At Lea, we believe that all our children can become fluent, confident and competent readers and writers. To ensure this happens we teach using the DfE validated programme Ready Steady Phonics. This is a synthetic, systematic phonics programme based upon the Letters and Sounds 2007. 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, the children at Lea can tackle unfamiliar words using their phonics knowledge.

At Lea, we also model and apply the skills taught in the discrete phonics session into reading and writing across the curriculum, demonstrating contextual application of the skills taught.

We have a strong focus on language development as we recognise that speaking and listening are crucial skills that underpin reading and writing.

At Lea, 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 Guided Reading Sessions and these are built on further as the children move through our school.

We have a skilled Early Reading and Phonics Lead in our school who is responsible for Ready Steady Phonics, monitoring and supporting the practice and ensuring fidelity to the Ready Steady Phonics programme.

Implementation

Reception and Year 1

Daily Lessons

- Phonics is taught daily for 30 mins. At the beginning of Reception, Phase 1 is taught for the first 2 weeks, then the RSP programme begins in Week 3, with shorter, engaging, age appropriate, 10-minute sessions, but quickly develops into the full-length sessions. Built into the programme is a review session every Friday, alongside regular review and assessment weeks, so that we have 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 lesson.
- 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 Y2- 6 for children who are not fluent in decoding or who have not passed the phonics Screening Check in Y2. 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 at some point following the Friday session
  - ✓ A Guided 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
- 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 on the Ready Steady Phonics Website: Parent/Carers section

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 Lea, we value immensely reading for pleasure and enjoyment and we understand the value this can add to children. To encourage our children to engage with and have a love of books we:

- We have dedicated DEAR (Drop Everything and Read) time each day. Children can choose from a diverse range of fiction, non-fiction and poetry, including stories from different cultures and books that reflect our local community.
- Every classroom has an inviting reading area designed to nurture a love of reading. Timetabled sessions ensure that children use these spaces purposefully, while staff support them in choosing suitable books. Titles are carefully selected to complement current topics, recently shared stories and the children's interests.
- Every child takes home a book selected by staff to share with a parent or carer. These books are intended to be read together, encouraging discussion and enjoyment.
- Children have a weekly library session, during which they can select a high-quality text of their choice to read in class.
- Each child receives a reading record. Parents and carers are encouraged to use it to share what their child is reading at home and provide updates on their progress.
- Children are encouraged to read regularly at home. The class showing the greatest engagement with reading may be awarded our school reading mascot, Readasaurus, who will spend the week in their reading area.
- Our Reading Buddies programme gives Year 6 pupils the opportunity to apply to read with children in EYFS and Year 1, helping younger readers develop their confidence and enjoyment of books.

Impact

Assessment

Formative

- Daily formative assessment is built into the Ready Steady Phonics teaching sequence and informs planning/ Ready Steady Go sessions.
- The weekly Friday session allows 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 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 will be shared with the Early Reading and Phonics Lead/SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20%

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.
- Year 2 children will sit the Statutory Assessment Tests in Reading towards the end the Year which will inform gaps in learning.
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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.