



Summerville Primary School Phonics and Reading Policy

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Signature	
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Phonics

Our pupils learn to read and write effectively and quickly using Letters and Sounds, and a wide variety of reading schemes and 'real books.'

The programme is for:

- pupils in Nursery to Year 2 who are learning to read and write.
- any pupils in KS2 who still require support.

We teach pupils to:

- decode grapheme-phoneme correspondences quickly
- read 'tricky' words on sight
- understand what they read
- read with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky words.' Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Assessing and tracking progress

We assess all pupils in phonics from Reception until the children no longer need phonics support. We use the data to ensure children are working in the correct group for their ability. This gives us a very good indication of how well they are making

progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one or small group tutoring so that they keep up.

In addition, we use a standardised reading test [PIRA] so that we can ensure that the gains our pupils are making are age-appropriate.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

Phonic screening check

We have high expectations of our pupils' progress. In the June 2018 phonic screening check, 76% of our pupils reached the threshold. In 2017 - 72%, 2016- 86%, 2015 - 77% We attribute this to the programme and to the expectations it builds in.

Reading For Understanding.

We have a structured approach to the teaching of reading which aims to develop confident readers who enjoy reading a wide range of texts.

Alongside the teaching of phonics, we share books across school as a class, in groups and individually. We work with children to develop their understanding of texts through comprehension activities and have recently introduced 'Reading Vipers' to focus on the key areas of comprehension. All year groups visit the school library and we encourage pupils to take school books home alongside individual reading books.

Reading Vipers

At Summerville we have taken a new approach to developing reading across school. We have launched the Literacy Shed's 'Reading Vipers'. The Reading Vipers approach will help develop key comprehension skills which will enable us to become successful readers. Each of the letters stand for one of the key areas of learning:

V - vocabulary

I - infer

P - predict

E - explain

R - retrieve

S - sequence (KS1) summarise (KS2)

Reading For Enjoyment

At Summerville we want children to develop a love of reading. We use ECAR (Every Child a Reader) to instil a love of learning and encourage mastery

Texts from different published reading schemes and 'real' books are included in our Reading Scheme: fiction and non-fiction. Some of the reading schemes we use to supplement our 'real' books are; PM, Collins Big Cats, Engage literacy, Lighthouse, Rigby Star, Project X. All these books are book banded.

Reading a variety of books develops good habits and independence. Children read different authors and types of text such as poetry, stories, reports, explanations and recounts or diaries. We colour band books, according to difficulty. We use the colour banding system whilst children are learning to read. When children are confident and fluent readers, we let children become 'Free Readers' which then enables children to choose books from a variety of sources.

All classrooms have their own reading areas with a plethora of books to choose from. We also have high interest, book banded books to motivate and engage children specifically in Key Stage Two that may be struggling with reading. We carefully choose these books to capture their imagination and interests.

Books children bring home are usually a little easier than those they read in school. We aim to nurture lifelong readers and hope children will curl up with a book and read their favourite stories over and over again. Just for the love of it. With challenging texts in school, alongside taking home books at a comfort level, children gain fluency and mastery in both decoding and understanding their books.

Reading Environment and Incentives at Summerville Primary School

- Every classroom will have a book corner with a range of fiction and non-fiction texts in a variety of genres and styles and reflecting culture, gender and language. Children will be able to 'access' these books no matter what book band they are.
- KS1 and KS2 will have reading areas that will be monitored and kept up-to-date with the latest books by the class teacher and English lead.
- Children and their parents have the opportunity to access books digitally through RM books.
- Reading will be celebrated and rewarded in our weekly celebration assembly.

- We celebrate and nurture a love of reading through our Reading Gladiators Club, Reading Detectives and author visits, book fairs, special book days, local library visits, Summer Reading Challenge, ERIC, class reads, story time.
- 'Reading talk' is promoted through peer to peer recommendations, adults asking children which book they are reading, talking about their favourite books and discussing their own reading interests. For example, our staff assembly on our favourite children's book!
- Parents are regularly invited to meetings and workshops to help support their children with reading and phonics at home.