



## Brompton Community Primary School



### Phonics and Early Reading Policy

*'Reading and Writing float on a sea of talk.'* James Britton

#### Intent

##### Reading

At Brompton Community Primary School, we promote a 'love of reading'. We use the text of a quality reading book within 'The Power of Reading', as the main focus of our taught curriculum and build the remaining curriculum subject areas around it where possible.

The National Curriculum states that 'pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure'. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know'.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/decoding
- Comprehension (both listening and reading)

We recognise that both these elements are essential for successful readers and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

##### Phonics

We believe that all our children can become fluent readers and writers; this is why we teach reading through Essential Letters and Sounds (ELS), a systematic and synthetic phonics programme.

We start teaching phonics in Nursery and follow the ELS progression, which ensures children build on their growing their phonological awareness, knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

##### Comprehension

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have an Early Reading Lead who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone implements the ELS Phonics programme with fidelity.

##### Implementation

###### Daily phonics lessons in Reception and Year 1

• We teach phonics daily from Nursery to Year 1. In Nursery, we build from 15-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.

- Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the ELS expectations for progress and record our summative tracking each half-term on Phonics Tracker:
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. During the Summer Term, children are exposed to Phase 5 sounds.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Daily Keep-up lessons ensure every child learns to read.
- Any child who needs additional practice has daily Keep-up support. Keep-up lessons match the structure of class teaching, and use the same procedures and resources, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use ELS assessments to identify gaps in their phonic knowledge and teach to these using the Keep-up resources - at pace. In addition, we use the ELS SEN slowed progression to help cater for our pupil's individual needs.
- If any child in Year 1 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place weekly.

### **Home reading**

- Phonetically decodable reading books are sent home to ensure success is shared with the family.
- We use the ELS resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision both online and through workshops.
- We use Oxford Owl online reading materials to further enhance our existing physical resources. This can be accessed both at school and at home. Teachers can directly set reading books to match pupils' phonetic knowledge and track usage.

### **Ensuring consistency and pace of progress**

- Every member of staff in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Lesson templates, shared resources and 'How to' videos ensure all staff have a consistent approach and structure for each lesson.

### **Ensuring reading for pleasure**

- Pupils are encouraged to read for pleasure using reading partners, quiet reading time and listening to an adult read. In Foundation Stage and KS1, they are called 'sharing books' to differentiate between the decodable texts.
- Reading areas are seen around school that encourage children to read for pleasure. Each classroom is equipped with a range of books and First News Newspapers. We promote different authors and talk about them in class to encourage children to read a wide range of books.
- Class librarians and staff run a weekly library session for children to access and enjoy.
- In Foundation Stage, children have access to the reading corner every day in their free flow time and the books are continually refreshed.

- Children from Foundation Stage onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- We use story sacks in Foundation Stage to encourage the enjoyment of reading familiar stories at home.
- As the children progress through the school, they may be encouraged to write their own comments and keep a list of the books/authors that they have read.
- We engage with our local library through their reading challenges and visits.
- Children across the school have regular opportunities to engage with a wide range of Reading events (book fairs, World book Day, etc.).
- Parents and carers are invited into school to read with children.

### **Impact**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used daily within class to identify children needing Keep-up support, and weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used at the end of each half-term to assess progress, to identify gaps in learning that need to be addressed, to identify any children who need additional support and to plan any relevant support.
- Our bottom 20% readers are tracked half-termly by the subject lead in every year group. These pupils read 3-5 times per week to an adult. Each half term these children are recorded using our online learning platform 'Seesaw' to monitor their progress alongside assessments, ARE expectations sheets, Target Tracker and reading records. The other children in class are recorded once a term to build a fuller reading profile and help track their progress.
- Regular whole school reading competitions have been introduced and implemented to further encourage our love of reading and encourage more sharing or reading outside school.

### **Statutory assessment**

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits in Year 2.
- Children in Key Stage 1 and 2 sit the Year 2 (optional) and Year 6 (statutory) Reading Assessments each year.

Policy updated: November 2024

To be reviewed: November 2025

Ratified by Governors: