



FULFEN
Primary School

Leading the way
to a brighter future

L Love of Learning... E Encouraging... A Adaptable... D Determination...

Reading Policy

Date Written: February 2024

Review Date: February 2025



Curriculum Aims

At Fulfen Primary School we believe that the reading curriculum prepares all pupils to lead an enriched, fulfilling life by teaching the skills they need to communicate effectively and confidently with others, using the spoken and written word. We aim to promote a life-long love of reading which develops their cultural, emotional and intellectual awareness so they can participate fully in the world around them.

Aims:

- Develop fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge.
- To instil a love of reading, deriving from the teacher with their knowledge of texts
- To engage children in opportunities to celebrate reading achievements
- To expose our children to a range of authors, text types and media that children would not usually choose to read themselves
- To provide a stimulating, encouraging reading environment across the school
- To offer regular opportunities for reading for pleasure in classrooms, led by the class teacher and by the children
- To teach high quality, engaging reading lessons, driven by the enthusiasm of teachers
- For English lessons to be driven by high quality text choices, where children use author style, vocabulary and comprehension to assist their own writing

To develop our pupils as 'readers' we:

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read. including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play, where appropriate, to engage children in the text.
- Teach reading as a whole class for 1 hour 2 times a week from Year 2 (Spring) and through guided reading groups using decodable texts in Reception and Year 1.
- Read a class book during the day every day in all year groups.



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- Teach phonics through a well monitored and systematic programme throughout EYFS and KS1 and in KS2 when needed. See the phonics policy for further information.
- Provide high quality books in book corners.

Curriculum Organisation and Planning

A love of reading

At Fulfen, it is an aim for teachers to instill a 'love of reading' for every child. This begins in Pre-School. Reception, Year 1 and Year 2 provide fully decodable texts inline with the children's phonetical understanding. These books are taken home and aid the development of fluency. These books must show a cumulative progression for children's phonetic understanding and link to the phonics that is being taught at school. However, in Early Years and Year 1, it is crucial that phonics and home-reading is not the sole-provision for reading at Fulfen. We will help develop a love of reading for children by regularly undertaking in daily class reading, rhyming, poems and nursery rhymes. These lessons are crucial in assisting the growth of children's love of reading, as well as assisting their growing vocabulary.

This is then developed in Year 2 onwards, where the love of reading is fostered through an exposure to a range of high-quality and exciting pieces of literature from a range of authors and genres. Regular whole-class Guided Reading lessons, opportunities for independent reading and teacher-led reading time will allow for the exposure of a range of texts to take place. Similarly, the class teacher will regularly analyse and evaluate the reading data and ensure that the pupils who are reading below age-related expectations (the lowest 20%) will be heard read every day by an adult and participate in regular reading interventions. This will support the aim of ensuring that children are reading books independently at a suitable, age-expected level.

Phonics

- Throughout the Early Years Foundation Stage, early phonetic awareness is promoted and developed through every day activities and routines such as listening games, shared reading, singing and interactive planning sessions. Children are encouraged to identify familiar letters in their name and hear the sounds they are making, identify familiar words, to listen for sounds and to remember sounds.
- In Reception and Key Stage 1 phonics is timetabled to be taught daily in planned sessions based on the "Rocket Phonics" scheme. Children are taught to segment and blend words and apply their learning for reading decodable books and common exception words. A wide range of activities are used by practitioners to help children achieve the goal of fluent word recognition.
- We use a policy of 'keep up, not catch up' to ensure all children learn to read and provide interventions to support children to keep up with their peers.
- Towards the end of Year 1 all children will take part in the national phonics screening test. Children who fail this test continue to receive intervention in Year 2 and beyond.



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- (PLEASE SEE APPENDIX FOR PHONICS POLICY)

We recognise that reading is integral to all elements of life. Without the ability to read fluently, many opportunities both in and out of school could be lost. With this in mind, we ensure all children, regardless of background, life circumstances and capability, have consistent exposure to reading in different forms. Underpinning this is the emphasis of reading for pleasure driven in the classroom. With determination, we aim to ensure that all children leave Primary School with the ability to read fluently and have a life-long love of reading.

Beginning in the classroom, through reading for pleasure opportunities, whole-class reading lessons, book talk, strong teacher subject knowledge and text-focused writing lessons, we are determined to provide all pupils with a supportive reading curriculum, allowing children to reach their reading potential and develop their:

- **Fluency**
- **Comprehension**
- **Vocabulary**
- **Inference**
- **Sequencing**
- **Prediction**
- **Ability to link texts**
- **Knowledge of the wider world**

Reading skill underpins the entirety of the curriculum and is a vital life skill. Considering the fundamental importance of reading in everyday life, and for life after primary school, we are driven by the need to develop each learner's reading ability, enabling them to contribute to society.

Principles

The following principles underpin the intent of reading at Fulfen Primary School:

1) Reading increases our knowledge of the world we live in.

Through exposure to high-quality non-fiction and fiction texts, children are encouraged to make links to the world they live in. With fiction texts, through the range of author styles that children read, they develop the ability to feel as though they are part of the story because they can relate to the characters and events. With non-fiction texts, children are exposed to a range of genres allowing them to



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broaden their understanding of the wider world enabling them to contribute confidently to all aspects of school and home life.

2) Reading widens imagination

At Fulfen, we consistently drive the link between reading and writing, encouraging children to read a range of fictional texts to increase and broaden their imagination. Through experiencing a wider range of tier 2 and tier 3 vocabulary in reading, children are taught how to utilise what they have read in their own writing experiences. Similarly, exposing children to a wider range of authors, permits children to develop their own writing styles.

3) Reading develops our sense of self

The use of non-fiction and fiction texts, provides children with a range of characters, both fictional and real, who have the power to influence and associate themselves with. At Fulfen, we firmly believe that reading is one of the fundamental aspects in developing a child's values and interests, allowing them to contribute to our LEAD values.

Reading lessons at Fulfen

Reading lessons at Fulfen intends to meet the three following aims:

- Expose children to a wide variety of challenging texts and genres – particularly those they would not naturally pick up from a bookshelf themselves.
- Instill a love of reading that provides opportunities for children to question, predict, clarify and share.
- Develop a progressive ability for children to read – both independently and aloud – and to become critical readers.

Both writing and reading lessons are focussed around a high-quality text, with the teacher preparing learning activities that both challenge and support the wide range of reading capabilities in their class. From Year 2 onwards, children participate in both writing and reading units, based around an exposure to a wide range of high-quality texts. During the academic year, it is compulsory for teachers to plan both writing and reading activities that are based around a whole novel. This then ensures that children are developing the reading stamina and reading skills to then apply in a wider breadth of texts. These reading lessons ensure coverage of the reading domains and include texts that challenge and capture the imagination and interest of children. We ensure that all reading genres are covered by the end of the year through our English lessons.

The lowest 20% of readers

It is our aim at Fulfen for **all children** to leave Year 6 with an ability to read fluently. However, we are aware that there are children who have many challenges with reading, whether it is through challenges with word reading, fluency, comprehension or any other specific reading difficulty which requires specific diagnosis. Because of this, we ensure that children have exposure to consistent, high-quality support to help them access the curriculum.



The Educational Psychologists Recommended Approach to Literacy (precision teaching):

One way to support the lowest 20% of readers in the school, is through precision teaching and the Salford Reading Assessment. This assesses the accuracy and fluency of children's reading skills and whether they are generalising their skills to help them read real books. The assessments focus around the skills required to read fluently and are progressive. The skills included in the precision teaching and in the assessments include blending, identifying letter sounds, reading high-frequency words and the blending/reading of words with different letter combinations. Teachers can use the assessments from Salford Reading to provide children with a chronological reading age and help closely monitor the progression our lowest 20% of readers are making.

Phonics intervention: We are aware that some children take longer to progress through the phonics phases than others. As a result, we ensure that children who have not passed the phonics screening check are provided with extra phonics intervention throughout the school. Those who do not pass the phonics screening check in Year 1, are placed in daily phonics intervention in Year 2. Also, those who continue to fall behind the expected phonics level in Year 2, will be given regular precision teaching and phonics intervention in Year 3 and beyond. Through small group tutoring, children are provided with regular phonics sessions to help them 'keep-up not catch-up'. These sessions are delivered by a qualified teacher to ensure the teaching, learning and assessment is of high quality.

Regular one-to-one reading: Teachers at Fulfen are aware of the importance of one-to-one reading with children in the classroom. It is expected that adults in school hear the children who are in the lowest 20% of readers regularly. These reading sessions are recorded in children's personal reading records and in class reading trackers.

All reading activities at Fulfen are underpinned by the school's aims of all children being able to read fluently by the time they leave Year 6. Through high quality interventions and teaching, children in the lowest 20% are provided with the support and differentiation they need to access the curriculum.

Use of Technology

iPads are used in lessons as a tool to assist with learning and to make tasks more efficient or more effective. Pupils can creatively apply what they have learnt to enable them to know and remember more as well as develop critical thinking and creative skills. Technology is used to capture pupils' imagination; support learning by removing the cognitive load; deepen understanding or scaffold learning within a lesson. Technology is used in English to:

- sorting or matching activities (before moving onto a deeper challenge)
- annotating and highlighting text,
- photographing and labelling,
- manipulating language - having a go and editing,
- collecting ideas,
- reading,
- recording verbal responses,
- videoing practical activities,



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- creating digital content as a final outcome (e.g. a narrative over a video, explanation of a process, animation to show understanding, creating emotive videos etc)
- to support with reading texts
- using voice to text to support with written work,
- support with research, spellings and synonyms,
- producing creative outcomes to tasks to deepen learning and help children remember more.
- collecting evidence of reading,
- making web-pages more accessible to pupils,
- annotating, editing and improving written work.

Assessment and Feedback

Assessment

- Ongoing assessment takes place by teachers when planning lessons and interventions.
- Formal assessment takes place every term in reading, writing and phonics and is reported to the SLT using **NFER assessment**.
- In phonics a **Baseline Assessment** is completed at the start of each year, all children are assessed to see what they know and can do (this is completed across the school). **Formative assessments** are ongoing throughout daily and weekly teaching. Teachers provide additional support where necessary (the same day/week) to ensure children 'keep up' wherever possible. **Rocket Phonics Summative assessments** are completed each half term. These assessments are used to inform subsequent teaching. Teachers ensure that taught content is revisited where necessary. **Collins Big Cat Assessments** are also completed in Early Years to Year 6 half termly. These assessments provide detail on the 'banding' of books for children who need a decodable text.
- A handwriting assessment is completed at the beginning of each term and children are assessed against year group specific handwriting criteria. The children are provided next steps from this assessment.
- **The Educational Psychologists Recommended Approach to Literacy (precision teaching) Assessments** are completed termly and The Salford Reading Test is completed termly which provides a reading age for our pupils.
- The school takes part in the government assessment schedule in EYFS, Year 1, Year 2 and Year 6.

Feedback

Feedback is given to pupils in order to further their learning and improve their thinking. Our regular, timely feedback has an impact on pupils' future performance and gives children the



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responsibility for improving their own work. Some of the ways in which pupils receive feedback: Edit as appropriate for your subject.

- Live marking;
- Verbal comments and questions;
- The use of marking codes against written work;
- Up to three misspellings of age-related words and homophones are indicated by the teacher for children to correct;
- Next steps stickers to move the learning on, which pupils respond to in pencil;
- Comments left on Seesaw to move learning on , which are responded to with a comment from the pupil;
- Peer and self-assessment are utilised.

Monitoring and Evaluation

Senior Leadership Team and English Subject Lead manage a programme of monitoring and evaluation of the teaching and learning in the school through:

- implementing of a monitoring cycle
- monitoring of planning
- book looks / Seesaw monitoring
- learning walks

Our English curriculum is also regularly reviewed for effectiveness by class teachers to see if children have learnt what was intended. This results in us constantly adapting to improve our curriculum to ensure it evolves and keep it ambitious.

Roles and Responsibilities

Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements



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- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Lead

- The role of the English leads will be to improve the standards of teaching and learning in English across the school, from Early Years to Year 6. This will be done through regular monitoring of the subject and CPD training/independent research and reading. The monitoring that will take place involves:
 - Pupil progress analysis
 - Pupil conversations/conferencing regarding all areas of the English subject
 - Regularly organising and analysing the need for new resources
 - Purchasing new resources for both teachers and children
 - Analysing data and SATs results
 - Observing the teaching and learning of reading, writing and GPS lessons



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- Regularly finding opportunities to develop and further the English policy
- Leading staff meetings to further develop staff subject knowledge
- Checking that assessment for English is in line with the school's assessment policy
- Meeting regularly with the Head Teacher to give a summary of findings of strengths and weaknesses of the subject across the school
- In order for effective monitoring to take place, the English co-ordinators are given set time during school hours to develop the subject of English across the school.

Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Scaffold and Challenge

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities are scaffolded in order that they can study English wherever possible and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

In planning work, the teachers will aim:

- To provide breadth and balance of activities for all children;
- To provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences;



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- To set suitable learning challenges for individuals or small groups of children where necessary;
- To respond to pupils' diverse learning needs;
- To liaise with the SENCo to ensure that provision is made for all children with SEND;
- To relate activities for SEND children to their Personal Learning Plan targets;
- To overcome potential barriers to learning and assessment for individuals and groups of pupils;
- To provide scaffolding for pupils where necessary.

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupil's development across the whole curriculum - cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their English vocabulary and presenting independent pieces of written work. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion and carefully tailored questions to probe and remedy any misconceptions.

To develop our pupils as Speakers and Listeners we:

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of standard English whenever appropriate.

British Values & Culture

British Values

Our school reflects the British Values in all that we do. We aim to support our children throughout their primary school journey so they can develop into safe and caring individuals who will become democratic, responsible and tolerant adults who will make a positive difference to the society they live in. Some of the ways in which British values are embedded within English are:

- Look at a wide range of books and authors that teach themes of tolerance, mutual respect and democracy
- Year groups will share stories, poetry and other writings from other cultures - and talk about diversity, tolerance and discrimination



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- English display to celebrate and promote a diverse range of authors and text types for all readers.
- Democracy and mutual respect are embedded within class discussions, collaborative work
- Build esteem in reading and writing and enable children to express their opinions in a variety of ways.

Culture & Diversity

- All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs in PLPs.
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

Links to other policies

This policy links to the following policies and procedures:

- English Policy
- Phonics Policy
- EYFS Policy
- SEND Policy
- Equality Information and Objectives

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).



Appendix

FULFEN PHONICS POLICY
February 2024

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1. Aims

At Fulfen Primary School, we recognise the importance of early reading and aim to create an inclusive, inspired and challenging curriculum which develops children's knowledge of Phonics, enabling them to become successful readers who develop a life-long love of reading. We aim to give children the best possible start to their reading and writing journey by teaching them the essential phonological skills and knowledge to decode and encode words independently from the outset.

We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a life-long love of reading and aim to nurture and develop these attributes alongside the phonics programme.

We use the Rocket Phonics programme which is fully validated by the DfE. Rocket Phonics is a fully resourced, systematic synthetic phonics programme that provides us with everything we need to teach children to read and write. It provides a combination of digital and printed resources, and a fully matched series of decodable reading books.

At the heart of the programme are the digital 'Big Books', which consist of language-rich stories to teach all the target letter-sounds in context. These books are designed for use on an IWB at the front of the class. The programme enables us to ensure children develop



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essential literacy skills using a balanced approach that focusses equally on blending for reading, and segmenting for writing and spelling.

In Pre-School, the emphasis is first on developing children's speaking and listening skills. Children are taught to become attuned to the sounds around them and begin developing their oral blending and segmenting skills. Once they are ready, using Rocket Phonics resources, children are taught to make links between the alphabet letters and the first sounds of speech. From the start of Reception and throughout year 1, children follow the progression stated within the Rocket Phonics programme. This ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Staff model the application of the alphabetic code through phonics in shared reading and writing sessions, both inside and outside of the phonics lesson and across the curriculum. Daily Phonics sessions continue beyond year 1, where necessary, in order to ensure that all children become successful readers.

2. Rocket Phonics Fundamentals

- Phonics is overseen by a dedicated Phonics leader.
- Phonics is taught for a minimum of 30 minutes per day (overall) from the start of Reception. By the end of Reception sessions will be longer (up to 1 hour) to consolidate previous learning, learn new content and practise and apply what they have learnt.
- All staff are supported with regular Phonics professional development training.
- A clear pathway is followed throughout the alphabetic code.
- Children are not asked to read texts by themselves that they can't yet read.
- The systematic synthetic Phonics teaching principles are taught explicitly. These are the; knowledge of the alphabetic code, skill of blending for reading, skill of segmenting for spelling and skill of handwriting.
- The teaching and learning cycle is followed.
- Children are supported to keep up, so they do not need to catch up.
- Phonics is taught at letter- sound, word, sentence and text levels.
- Core Phonics provision is distinguished from enrichment activities.
- Teachers have clarity about what, why and how they are teaching.
- Teachers focus on details, such as accurate modelling and pencil hold.

3. Teaching & Learning Cycle

Each Phonics lesson includes some direct teaching where children participate by listening and responding. Each lesson is interactive and is divided into the following sections:

- Review previously taught sounds
- Teach a new letter-sound correspondence /Common Exception word
- Practise reading and writing skills
- Apply knowledge and reading and writing skills



4. Rocket Phonics Resources

The following resources are used consistently throughout school:

- Story Big Books
- Flashcards -Designed for reviewing previously taught letter-sounds as well as introducing new letter-sounds.
- Pupil Practice booklets- These enable children to practise and apply blending and segmenting skills at letter-sound word, sentence and text levels.
- Friezes (displayed in classrooms and intervention rooms). These can be used as a visual reference to support letter-sound recognition, letter formation and spelling.
- Sound Mats (available for reference in classrooms and intervention rooms)

5. Decodable Reading Books

Collins Big Cat Books

We have invested in the Collins Big Cat (for letters and sounds) series to support us in securing a foundation for early reading success and establish a culture of reading for pleasure. The books are used for Guided Reading to consolidate our phonics teaching and learning, helping children to move from decoding words to reading fluently (with accuracy and automaticity) and reading with expression and for pleasure.

The books cover all aspects of reading; phonics, vocabulary and language and comprehension. They are well structured and are cumulatively progressive. They are organised in colour coded bands and are closely matched to children's phonics knowledge so they can practise what they know and can become confident readers.

We only ever send home books children can read independently without an adults support (95% word accuracy). In school, we choose books for our children at an instructional level that is 90% word accuracy. Collins big cat reading assessments are used to establish the appropriate band of books for children to read.

Target Practice Rocket Phonics Reading Books

The Target Practice reading books provide focused practice of small groups of target letter-sounds. The books are fully decodable and fully aligned with the programme. They can be used for whole-class, group guided, one-to-one and independent reading.

Rocket Phonics Reading Books

The Rocket Phonics range of reading books are fully aligned to the programme and can be used as soon as all the letter-sounds in a particular colour band have been taught.

6. Group Arrangements

Children are taught in high-quality class or group sessions. Children are taught in small groups or one to one for intervention sessions to assist them to keep up.



7. Half Termly Expectations

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|------------------------|---|--|--|--|---|--|
| Preschool | Speaking & Listening | Speaking & Listening | Oral Blending & Segmenting s, a, t, i, p, n | Oral Blending & Segmenting m, d, g, o, c, k | Oral Blending & Segmenting e, u, r, h, b, f | Oral Blending & Segmenting l, j, v, w, x, y, z |
| Reception | s, a, t, i, p, n | M, d, g, o, c, k, ck, e, u, r, h, b | F, ff, l, ll, ss, j, v, w, x, y, z, zz, qu | ch, sh, th, ng, ai, ee, igh, oa, oo, oo | ar, or, ur, ow, oi, ear, air, ure, er | Revise |
| Common Exception Words | I, no, go, to, the, into | | he, she, we, me, be, was my, you, her, they, all, are | | some, one, said, come, do, so, were, have, there, out, like, little, what | |
| Year 1 | wh, ph, ay, a-e, a, e-e, ie, ea | i, l-e, ie, y, o-e, ow, oe, o, y, ey | u, u, u-e, u-e, ue, ew, ew, er, ir, ou, oy | au, aw, ou, oul, a, al, ear, or, eer, ere | are, our, ore, oor, augh, c, g, ea, se | ce, ch, dge, ge, o + Revise |
| Common Exception Words | some, one, said, come, do, so, were, have, there, out, like, little, what | oh, their, people, Mr, Mrs, looked, called, asked, could, water, where | who, again, thought, through, many, laughed, because, any, eyed, friends, once, please | oh, their, people, Mr, Mrs, looked, called, asked, could, water, where | oh, their, people, Mr, Mrs, looked, called, asked, could, water, where | who, again, thought, through, many, laughed, because, any, eyed, friends, once, please |
| Year 2 | le, ed, mb, kn, gn, wr, tch, s, si, ge, ture, y, sc, st, a, ti, ci, ssi | | | | | |
| Common Exception Words | Oh, their, people, Mr, Mrs, looked, called, asked, | | | | | |



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| | | | | | | |
|--|--|--|--|--|--|--|
| | <p>could, water, where, who, again, thought, through, many, laughed, because, any, eyed, friends, once, please</p> | | | | | |
|--|--|--|--|--|--|--|

8. Supporting the lowest 20%

Teachers are expected to:

- Ensure every adult working with the class knows who these children are.
- Assess, observe and evaluate the possible reasons for slower progress.
- make the child known to the SENCo without delay if they have specific concerns.
- not use a different intervention programme. Continue to expose the child to the main class teaching but adjust the expected outcomes, e.g. the child may achieve some but not all of the Pupil Practice Booklet activities, (however, they may return to complete the activities with adult support later in the day and week).
- Strategically position the children where they have a clear line of sight to the teacher and can be supported during the lesson, e.g. at the front of the class.
- Build in additional sessions targeted to specific needs, e.g. an afternoon session revisiting content at a slower pace or focusing on one skill at a time.
- Build in opportunities for 'little and often' practice through the day, e.g. flashcards whilst lining up for lunchtime; five minute 1:1 targeted intervention sessions.
- Provide children with their own pack of materials that can be taken home, e.g. their own sets of flashcards; Pupil Practice Booklets for use at home; additional decodable reading books.
- Work as closely as possible with parents and carers.
- Be specific about small measurable targets, e.g. This week we will make sure we know the letter-sounds p, n, m.
- Provide additional support during sessions, e.g. use individual sets of selected grapheme tiles to enable children to select graphemes rather than writing them.
- Print and laminate Sounds Mats in A4 and A3 sizes for support during phonics lessons and during wider curriculum lessons.
- Check that visual displays are accessible, e.g. large enough, at a suitable height e specific difficulty, e.g. letter-sound retention; ability to blend/segment; letter reversals.



9. Extending and Challenging

Teachers are expected to:

- Ensure that adults understand that children may be ready for extension and challenge in some but not all areas, e.g. a child may read at a level beyond the main class teaching but may have gaps in code knowledge or be weak in any of the phonics skills or sub-skills.
- In general, keep faster-to-learn children working at the same pace and progression as the rest of the class and extend them within the lesson.
- Provide early exposure to more of the alphabetic code through visual display of Frieze, e.g. That's right Alice, in your name you can hear /s/ but it is spelled with this grapheme (adult points to ce on Frieze). There are lots of other great words with that spelling, like dance, prince and palace.
- Engage in discussion about vocabulary and the ways in which words are spelled, e.g. Yes, you can hear /j/ at the beginning of giraffe, but in that word the /j/ is spelled with this letter (adult points to g).
- Use letter names to relay spellings when children are confident with letter names, e.g. That's right, you need the /ai/ sound in the word snail, and in that word it is spelled with the letter a and the letter i.
- From time to time, ask children to practise with a partner using an extension activity supplied by the teacher.
- Encourage children to sometimes practise independently without close supervision, thereby taking more responsibility for their own practice.
- Encourage children to self-dictate by reading a sentence, holding it in their heads, then writing it down from memory.
- Encourage children to compose and write their own sentences in addition to those dictated to them.
- Be diligent about accuracy and attention to detail – children who are faster to learn can have a tendency to rush and form unhelpful habits, e.g. incorrect pencil hold and letter formation.
- Provide additional enrichment reading books that may contain words beyond the taught code but are accessible to faster-to-learn children who can read them at a level of 95% independence.

10. Handwriting

In preschool, children undertake pre-writing activities which seek to develop children's finger strength, eye hand co-ordination, wrist movement and strength.

Once it is developmentally appropriate, children are taught to hold their pencil in a tripod grip. To support the correct modelling to children staff use letter formation scripts.

In Preschool, once children are ready and able they practise forming different letters using a variety of media and materials.



Reading Policy

In Reception, children are taught to use a pencil effectively to print individual lower case and capital letters accurately with clear start and finish points. Children learn to position their letters accurately along on a line. They practise letter formation daily.

In year 1, children are taught to join letters together once they have mastered forming the letters in print accurately.

11. Homework

From preschool onwards, children are asked to complete work at home each week which is directly linked to what has been taught in Phonics in school.

12. Year 1 screening check

All year 1 children take the 'Phonics Screening Check'. Those who do not meet the 'pass' mark are given support and intervention in year 2, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark.

Those children who do not obtain the required level set by the 'Phonics Screening Check' in year 2 continue to receive daily phonics interventions/lessons in Key Stag2.

13. Assessment

Baseline Assessment

At the start of each year, all children are assessed to see what they know and can do.

Formative assessment

Formative assessments are ongoing throughout daily and weekly teaching. Teacher's provide additional support where necessary (the same day/week) to ensure children 'keep up' wherever possible.

Rocket Phonics Summative assessment

Summative assessments are completed each half term. These assessments are used to inform subsequent teaching. Teachers ensure that taught content is revisited where necessary.

In each end of half term assessment, the following knowledge and skills are assessed:

- Knowledge of letter-sound correspondences
- Skill of blending for reading
- Skill of segmenting for spelling
- Skill of letter formation for handwriting
- Reading and writing common exception words.

In preparation for the Year 1 screening test, year 1 pupils undertake practice papers from the Spring term onwards.

14. Supporting Parents to assist their child at home



Reading Policy

- Workshops are delivered for parents at the start of each academic year. This ensures that parents are aware of details of the Rocket Phonics Programme; what is taught, how they could provide extra practice to develop accuracy and fluency and how the school will support children to keep up from the start through extra practice.
- Phonics presentation for reference for parents on the website.
- Flash cards shared with parents.
- Sound Mats are sent home.
- Letter formation scripts are shared with parents.
- Instructional videos are available for parents on the school website/Tapestry/Seesaw.

This policy was revised in February 2024

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Literacy Subject Leader in conjunction with the Head of Early Years, on behalf of the Head Teacher and Governors.

