



St Peter at Gowts Church of England Primary School
Unlocking life long learning through challenge, aspiration and inspiration

Policy	Reading and Phonics
Date adopted	November 2016
Date reviewed	

Policy statement:

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

Taken from the English programmes of study, National Curriculum framework, September 2013.

This policy reflects the school's aims and objectives in relation to the teaching and learning of reading and phonics. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment, including guided reading and reading for pleasure.

Aims and Expectations:

Through all phonics and reading sessions and reading based activities across the school, we aim to ensure that all children:

- read easily, fluently and with good understanding
- develop a love of reading
- acquire a wide vocabulary
- develop a good understanding of grammar
- appreciate a rich and varied literary heritage

We aim to teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

Teaching and Learning:

- Reading is initially taught through the Read Write Inc scheme. This scheme promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of phonics, reading, comprehension, writing, spoken English, spelling, grammar, vocabulary, punctuation, composition and handwriting.
- Phonics and reading are taught through whole class teaching, small group sessions, guided reading sessions and opportunities to practise and consolidate skills through independent and cross curricular reading.
- In KS2, teaching is mainly through guided reading sessions, cross-curricular reading and independent reading.

Early Years Foundation Stage (EYFS): Communication, language and literacy:

- R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught.
- Once the sounds have been taught assessments will take place to determine groupings.
- Sessions will take place daily between 9.00-10.00am.
- Within this time a 10 minute speed sounds session will occur with follow up handwriting sessions while children access continuous provision, inline with the EYFS.

Key Stage 1:

- R.W.I. groups will be set following assessments carried out by the class teachers and Reading Leader.
- The sessions will occur daily for 1 hour.
- In Year 1 these sessions will replace literacy teaching with a 10 minute Speed Sounds session followed by Reading and Get Writing! session.
- In Year 2, a 10 minute Speed Sounds session and Reading session will then lead into a Literacy session.
- Once children 'come off' the programme they will then access literacy sessions using the objectives from the English programme of study.
- Sessions across KS1 will take place daily from 8.50-9.50am.

Key Stage 2:

- Class teachers will have a guided reading timetable outlining when each group of children will be heard in Guided Reading.
- Children will be grouped according to their reading ability.
- Guided Reading timetables will outline a variety of reading, phonics, grammar and spelling activities that the children will carousel around throughout the week. An example of this is attached in appendix 1.
- Class teachers will hear each group read at least once a week.
- R.W.I. groups will take the form of an intervention during literacy sessions for those children with the greatest need in Year 3/4.
- In Year 5/6 the 'Fresh Start' Programme will be implemented as an intervention, with several sessions according throughout the day.

SEN/Able Pupils:

- SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group.
- 1:1 tuition will be identified by the RWI manager if required.
- Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.
- Pupils who need it, are supported in individual and small group intervention support programmes, based on their Pupil Passport targets.

Planning and Recording:

- Each class will have a class guided reading folder.
- Notes based around questions asked during the sessions, quotes from the children and links to the national curriculum objectives will be recorded and kept in the class guided reading file.
- In KS1, pupils work within ability groups, which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly.
- Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines.
- TA's will be responsible for preparing for their R.W.I groups, with the support of the reading lead and class teacher as required.
- In KS2 guided reading groups not following the R.W.I. scheme will follow the Oxford Owl Project X books.
- Planning shouldn't be onerous but notes and a record **must** be completed, in the form of questions to be asked, text to be used and assessment questions to be discussed- annotations and notes about the session and about children's contributions must be recorded to build up a clear teacher assessment evidence bank.

Assessment, Monitoring and Moderation:

- Children will be assessed at the end of each term during assessment week.
- Children will be assessed against their current year group national curriculum objectives as either emerging, secure or exceeding the expectation for their year group.
- Summative assessments happen on a termly basis, with data reported and recorded using O'Track.
- R.W.I. assessments will also happen during assessment week.
- Children will be regrouped according to the progress they have made using the R.W.I. scheme.

Book banding:

- All reading books in our school are colour banded by difficulty by reading levels known as book bands.
- Each book band has its own colour. All reading books in our school are colour banded in line with the previous National Curriculum levels and colours.
- All children will take home at least one book from the school's colour book banded selection.
- In Nursery children will be encouraged to borrow books from class collections, and read these at home. Story sacks are also available for children to loan and share at home
- From Reception and into KS1 and KS2 children take home book banded (colour-coded) reading books, which are suitable for their reading ability to read at home and in school.

Class readers, story time and classroom reading environment:

- Class novels and guided reading are integrated as much as possible so the children develop a love of reading and also developing their topic knowledge.
- Each class has a significant author to focus on throughout the year, allowing the children to hear and explore a range of authors.
Year R: Julia Donaldson
Year 1: Jillian Murphy
Year 2: Anthony Browne
Year 3: Dick King Smith
Year 4; Roald Dahl
Year 5: Michael Morpurgo
Year 6: Philip Pullman.
- Story time will happen in each class from **2:45- 2:55** Mon- Thursday, allowing time to read to the children chosen books from the class author throughout the year.
- Each year group uses their door/ doorway to 'promote' the specific author for their class.
- A reading area is present in every classroom. This should be a real 'wow' area that is inviting and comfortable for children. This may be a display or book corner that focuses on a love of reading and promotion of books.
- Each class has a library of books from a variety of genres, by a variety of authors and covers a wide range of potential areas of interest.

Appendix 1

Guided Reading Timetable Example

	Monday	Tuesday	Wednesday	Thursday	Friday
The Twits	Guided Reading Task	Guided Reading	Comprehension	Grammar	Independent Reading
Charlie and the Chocolate Factory	Comprehension	Grammar	Guided Reading	Independent Reading	Guided Reading Task
BFG	Guided Reading	Independent Reading	Guided Reading Task	Comprehension	Grammar
Matilda	Read, Write Inc (Set 3)	Guided Reading Task	Independent Reading	Guided Reading	Comprehension
Fantastic Mr Fox	Independent Reading	Comprehension	Read, Write Inc (Set 2)	Guided Reading Task	Guided Reading