



Godolphin Primary School Reading and Phonics Policy

2021 - 2022

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Provenance	Date
Implementation	November 2021

Review Date
Next review: November 2022

Intent

At Godolphin Primary School we aim to inspire a love of reading that will continue for years to come. This is approached through meaningful reading experiences inspired by inspirational texts. We encourage and plan for a range of reading experiences so that pupils can apply their reading skills across the curriculum. At Godolphin we:

- Ensure progression of reading and comprehension skills across the school.
- Teach reading through Phonics sessions, Guided Reading, whole class shared reading, and through opportunities for children to read with an adult on a 1:1 basis.
- Develop a culture of reading that involves strong links with parents who actively engage in regular reading at home with their children.
- Provide meaningful reading experiences using the contexts inspired by quality core texts and the whole school topic themes.



- Use whole class story time, or class novel, as an essential part of our whole school approach, to enrich the scope of texts that children access, secure high expectations, inspire learners, and model lively, joyous reading aloud.

Implementation

Phonics

At Godolphin, we currently follow the Letters and Sounds programme of study to introduce the skill of learning to read. We ensure that the teaching of phonics is lively, interactive and investigative. We use a multisensory approach so that children learn from simultaneous visual, audio and kinaesthetic activities, designed to secure essential phonic knowledge and skills. Staff work hard to promote phonics at every opportunity so that pupils recognise that it is not a standalone subject, but an integral part of all their reading and writing development.

Reading Sessions

Through independent reading, shared reading, guided reading groups and reading for pleasure, reading in Key Stage 2 develops and extends the phonetic skills acquired during the Foundation Stage and Key Stage 1.

Children explore a wide variety of genres, both fiction and non-fiction which allows them to access, input ideas and understand what they are reading. They are given opportunities to speculate on the tone and purpose of texts they explore as well as to consider both the themes and audience.

Our children take part in Guided Reading sessions to develop their reading ability and comprehension through specific teaching. These books are intended to extend and challenge pupils to motivate next step progression, whilst allowing them to take risks, explore new strategies, encounter new vocabulary, and demonstrate comprehension with the support of the adults within the classroom.

Reading Books

Our children are issued with a home reading book within the first few days of starting school. The school uses fully decodable series from Oxford Reading Tree Floppy's Phonics, Project X Phonics, Songbird Phonics and Collins Big Cat Phonics, to support the Letters and Sounds teaching program. These books are categorized to match subsets within Phases to closely match our children's phonics progression, to consolidate learning and subsequently promote confidence and independence. These books offer a range of genres such as stories and poetry, as well as non-fiction texts such as recounts, information and instructions.

Parental Involvement

An introductory phonics workshop is offered to parents at the beginning of Reception. During this workshop, parents are made aware of how phonics is taught, what support can be given at home, and the national expectations of attainment for the end of the year. The vital part parents play in supporting reading in the home environment is also acknowledged and discussed.



Reception children are provided with a copy of each new phoneme taught. New learning is sent home via the child's book bag so parents are aware of phonics taught. Parents are supported with strategies of pronunciation and the skill of blending phonemes to read words.

Impact

Assessment

Pupils are assessed through quality questioning, discussions and observations throughout the day. Assessments are annotated during guided reading or one to one reading sessions. Phonics is formally assessed at the end of each phase taught.

Children who did not successfully pass the Year 1 Phonics Screening Check continue to be supported and assessed throughout Year 2.

Provision is made for children who need extra support or extension, through regular interventions and quality first teaching. Any children who are not working at the expected level in phonics by the end of KS1, receive additional phonic intervention during KS2. Staff working within KS2 are supported to deliver these interventions through personalised support such as training and observations of phonics in practise.

Equal Opportunities

Every child, regardless of gender, cultural background, class, disability or ability, will have the opportunity to accomplish their full potential and will receive the support to realise this.

Training and Professional Development

Ongoing training is made available to ensure a high level of staff knowledge and expertise in order to facilitate effective learning and teaching.

Monitoring and Review

The implementation and ongoing effectiveness of this policy will be monitored by the English Subject Leader.



Letters and Sounds Phonics Progression

	New Sounds	Tricky Words
Phase 2	Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss	to the no go l into
<p>As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.</p> <p style="text-align: center;">http://www.letters-and-sounds.com/phase-2-games.html</p>		
Phase 3	Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	he, she, we, me, be, was, you, they, all, are, my, her
<p>During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee.</p> <p style="text-align: center;">http://www.letters-and-sounds.com/phase-3-games.html</p>		
Phase 4	<p>The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as <u>trap</u>, <u>string</u> and <u>milk</u>.</p> <p style="text-align: center;">Some more examples:</p> <p style="text-align: center;"> help test just theft chimp tenth frog step shrink </p>	said, have, like, so, do, some, come, were, there, little, one, when, out, what
<p>When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.</p> <p style="text-align: center;">http://www.letters-and-sounds.com/phase-4-games.html</p>		
Phase 5	<p>In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. This will take time to use and apply these and children will need time to experiment with their spelling. Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.</p> <p style="text-align: center;">ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p>	oh, their, people, Mr, Mrs, looked, called, asked, could
<p>Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.</p>		
Phase 6	<p>They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.</p> <p style="text-align: center;">Suffixes will be introduced as well as basic grammar strategies.</p> <p style="text-align: center;">-s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en</p>	
<p>At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.</p>		