



Godolphin Primary School Reading and Phonics Policy

2022 - 2023

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
Reviewed in September 2022 due to changes to our phonics programme. We have moved from Letters and Sounds to Read, Write, Inc.
Next review: November 2023

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 follow the Read Write Inc. Phonics programme to introduce the skill of learning to read.

Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole-school approach to teaching early reading and writing. It teaches children to read accurately, fluently and with understanding, to spell, and to write their own compositions.

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.

Early Reading Books

The core Read Write Inc. Phonics Storybooks are used for home reading: children read the story three times at school and read it again at home to build their confidence and fluency. Book Bag books are supplementary books for children to practise sound-blending. Each book corresponds with a core Read Write Inc. Phonics book. It has a similar theme and the same graphemes. For example, the Book Bag Book Red Hat Rob builds on the core storybook, Black Hat Bob.



Reading in Key Stage 2

As the children progress we aim to build on the reading experiences already acquired, to develop independence, fluency and self-reliance. A greater variety of texts are made available to allow for more depth, choice and enjoyment. More varied texts are available to support the widening interest shown as children progress; environmental newspapers, magazines, multicultural texts, plays, nonfiction, poetry, CDs, dictionaries, thesaurus etc.

The library is timetabled to allow for extension skills such as skimming, scanning, reference and research.

We aim to expand the skills gained earlier in the school by keeping a teaching focus on reading, drawing attention to the structure of a variety of texts, helping pupils to adapt their style of reading to suit the purpose (skim, scan, read critically).

The higher order reading skills must be taught and should not be confined to the Literacy lesson alone.

The opportunity to read texts from different media, to research, investigate, to sift, select and take notes from text, to question, challenge and look for bias in texts, to scan and skim for project information and use this purposefully can be found in many different subject areas. As soon as children can read we aim to support them in their need to become independent, helping them to develop fluency, expressiveness and critical awareness. It is important that older children still share books and sets of books during guided reading sessions. A range of high quality texts are used to deliver this having full texts in addition to the use of extracts.

Parental Involvement

An introductory phonics workshop is offered to parents of Reception pupils. 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.

Parents are supported with strategies of pronunciation and the skill of blending phonemes to read words through access to Read Write Inc. online portal and Oxford Owls online resources.

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 assessed daily. Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children.

The teacher assesses how children:

- Read the grapheme chart;
- Read the green and red word lists;
- Decode the ditty/story;
- Comprehend the story.



Formal assessment is carried out every half-term by the Read Write Inc. Leader using the Read Write Inc. assessments. This allows for achieving uniformity within each group and indicates the correct access point for new entrants

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.



READING



Fred the Frog puppet plays an important role in our Read Write Inc lessons. Fred is only able to speak in sounds, not whole words. We call this Fred Talk.

For example, Fred would say m-a – t we would say mat. Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time. Children can start blending sounds into words as soon as they know a small group of letters well. During lessons children are taught to hear sounds and *blend* them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

The following video is an example of blending sounds with Fred.

https://www.youtube.com/watch?v=dEzfpod5w_Q

Order of teaching sounds

In Read Write Inc phonics the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly. Set 1 sounds are the initial letter sounds. They are taught in the following order.

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high.

When children learn their Set 2 sounds they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play

Every speed sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

The table below shows the sound, the associated phrase and example green words.

Vowel sound	Set 2 Speed Sound Rhyme	Green words
ay	ay: may I play	day play say may tray today
ee	ee: what can you see?	seen need sleep feel three green
igh	igh: fly high	might light sight night fright
ow	ow: blow the snow	snow flow know show blow
oo	oo: poo at the zoo	mood fool pool stool moon spoon
oo	oo: look at a book	took shook cook foot
ar	ar: start the car	bar park smart sharp car spark
or	or: shut the door	sort short worn horse sport fork



air	air: that's not fair	fair stair hair lair chair
ir	ir: whirl and twirl	girl third whirl twirl dirt
ou	ou: shout it out	mouth round found loud shout
oy	oy: toy for a boy	toy boy enjoy
Set 3 Speed Sound Rhyme		
a-e	a-e: make a cake	shake name same save brave late
ea	ea: cup of tea	neat real clean please dream
i-e	i-e: nice smile	hide shine white nice wide like
o-e	o-e: phone home	hope home rose spoke note those
u-e	u-e: huge brute	tune rude use June excuse
aw	aw: yawn at dawn	saw raw law straw dawn crawl
are	are: care and share	bare bare spare scare flare square
ur	ur: nurse with a purse	burn turn hurl burp slurp lurk
ow	ow: brown cow	howl down brown drown gown
oi	oi: spoil the boy	join coin voice choice noise
ai	ai: snail in the rain	paint train rain plain strain
e	e: he me she we	he me she we he
oa	oa: goat in a boat	toad road oak loaf throat toast
ew	ew: chew the stew	new knew flew blew crew newt
er	er: better letter	over never weather hamster after
ire	ire: fire fire	spire bonfire inspire conspire hire
ear	oar: hear with your ear	fear dear gear spear year
ure	ure: sure it's pure	picture mixture adventure pure

Click the link below to hear how to pronounce the sounds correctly.

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

Nonsense words (Alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons each day children will practice the letters in 'Alien words'. knowledge of real words, and knowledge. This is an important children complete at the end of



their decoding skills by sounding out Children are unable to rely on existing instead have to use their letter-sound part of the Phonics Screening Test year 1.

The following websites have enjoyable games for your child to play to practice their reading of alien words.

<http://www.phonicsplay.co.uk/PicnicOnPluto.html>

<http://ictgames.com/literacy.html>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>



Word time Lessons

As soon as children have learnt a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice Fred talking the words until they become able to read them on sight. Ditty lessons follow on from this where children who are becoming excellent at reading single words are introduced to reading whole sentences. Once children are confident reading the short sentences they are challenged to use their developing phonic knowledge to write a sentence.

Storybook Lessons

The next stage of the Read Write Inc scheme is for children to read storybooks that are closely matched to their developing phonic knowledge. The storybooks consists of green words linked to the sounds they have been learning, red word (words that are not decodable) and challenge words to extend children's vocabulary. After children have practiced these words individually they are prepared to see them in context in the story.



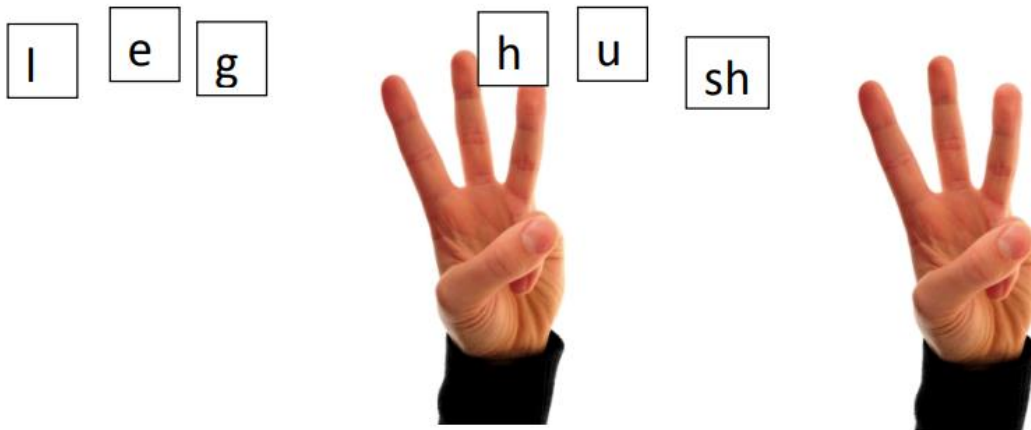
Activities such as comprehension questions, partner discussion and writing activities based on the book follow. You may have heard your child talking about 'hold, edit or build a sentence'. Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation. Build a sentence is to give children the opportunity to create their own sentence to that shows the meaning of a word and edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar.

Children complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

A spelling quiz is held each week to test the children's knowledge of words with the newest sound they have been learning.

Spelling with your Fred Fingers

Children are taught to use their fingers to help them write words. The children say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc. Children then pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound.



When using Fred Finger each finger represents one sound. When children reach yellow Read Write Inc storybooks they will begin to learn to trace the letters onto each finger and say the letter names.

Letter formation

Children are taught how to form letters using a handwriting phrase to help. See <https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf> for phrases and explanation of how to teach.

Ruth Miskin the founder of Read Write Inc had compiled a selection of videos that give lots more information and examples. Click the link below to find out more about

- Saying sounds correctly
- Linking sounds to letters
- Two letters, one sound
- Practise, practise, practise
- Putting sounds together to read simple words
- Tricky words
- Reading books
- Using pictures
- Writing letters
- Read to your child as much as you can

<http://www.ruthmiskin.com/en/resources/playlist-ruth-miskins-top-tips-parents/>