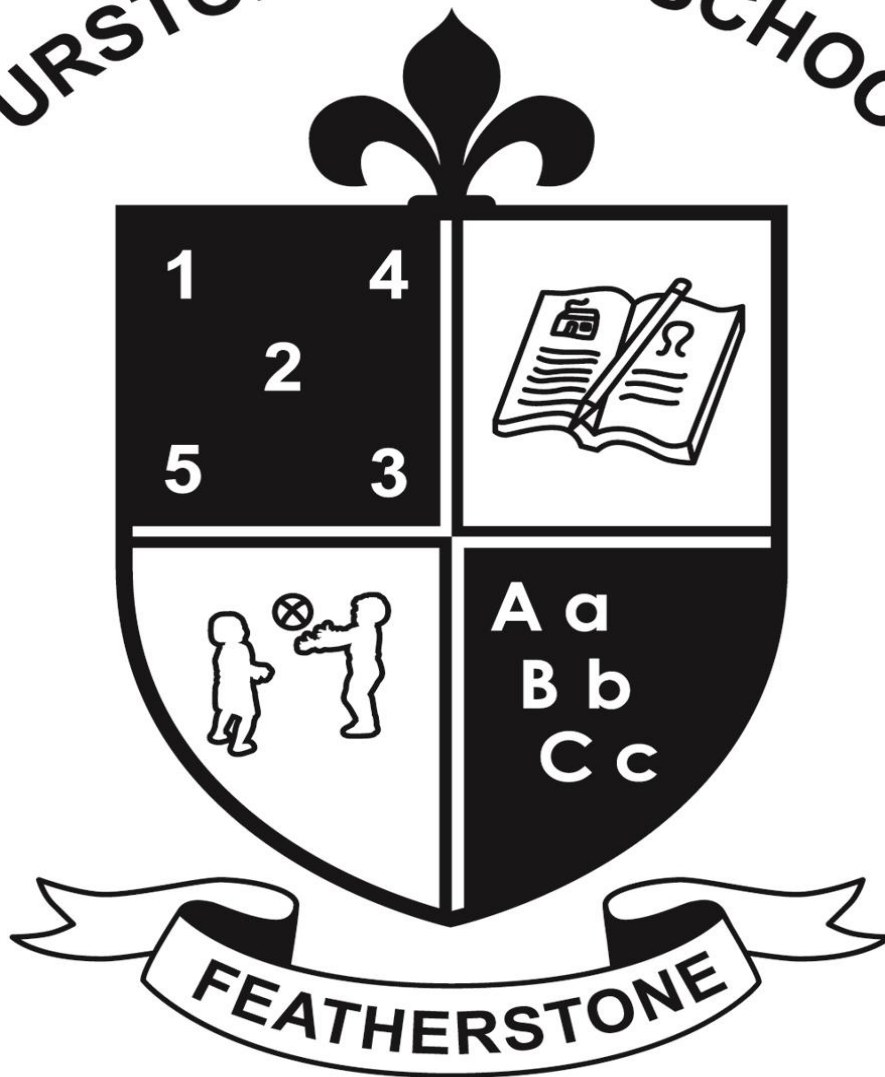


PURSTON INFANT SCHOOL



Phonics and Reading Policy

At Purston Infant School, we believe that learning to read is one of the most important skills that children will develop. We believe that all children should be able to decode words in order to read them and we have a rigorous phonics scheme now in place to fulfil this intention. We also believe that children should develop a love of reading by having access to high quality reading material in their classrooms and in reading areas throughout school.

Aims and objectives

- To teach the alphabetic code in a consistent, rigorous way from LFS to Year 2 as necessary;
- To teach children to read words using phonics as the main approach;
- We expect that the vast majority of children will pass the Phonics Screening Check either in Year 1 or Year 2;
- By the end of EYFS, children will have been taught up to Book 13 in *Floppy's Phonics* (Phase 3 Level 3 ai, ee, igh);
- By the end of Year 1, children will have been taught up to Book 28 (Phase 5 Level 5 alternative spellings);
- By the end of the Autumn Term in Year 2, children will have been taught up to Book 36 (alternative spellings);
- To develop reading for pleasure and comprehension through individual as well as guided reading;
- To further encourage a love of reading by visiting the local library.

Teaching and learning style

At Purston Infant School we are using *Floppy's Phonics Sounds and Letters* which introduces children to the alphabetic code that is the foundation of all their reading and subsequently their writing. In LFS, *Phonics and Talk Time* is used as a pre-cursor to *Floppy's Phonics*. *Floppy's Phonics* is then used from UFS to Year 2. Each class has a dedicated time set aside to deliver the phonics programme. We are working alongside *Jerry Clay Academy English Hubs* in order to accelerate our children's progress in their phonic knowledge. Children are grouped in their own classes or across year groups where appropriate to allow for sufficient differentiation. An appointed Reading Leader monitors and coaches staff in the delivery of the sessions to ensure a consistency of approach across school. Class teachers aim to work predominantly with the lowest 20% of children in their classes. Any children who are falling behind are identified immediately and give extra 1-1 support during afternoon sessions.

To develop reading for pleasure and comprehension, each classroom has its own themed reading area as well as other areas around school, including outdoor areas. Individual and guided reading takes place to further children's understanding of what they have read.

Phonics and Reading Curriculum Planning

Key Stage 1 and Foundation Stage

We follow the National Curriculum in order to deliver phonics and reading objectives. *Floppy's Phonics* and *Phonics and Talk Time* has its own planning and is accessible to all reading teachers. We use books as well as screens to support children's learning. As part of our commitment to the English Hub, regular meetings are attended and a Literacy Specialist visits school every half-term to offer support and guidance.

In Key Stage 1, teachers plan weekly guided reading sessions to cover the objectives set out in the National Curriculum. Medium term plans for reading are uploaded to our staff shared planning file on the network. Short term plans break down these objectives and teachers record children's progress against them.

In Foundation Stage the emphasis is on listening to individual readers to develop their confidence in word building. Guided reading begins later once children are able to decode more efficiently.

Other Curriculum Areas

Mathematics

Phonics and Reading contributes to the teaching of mathematics in a number of ways. In our Maths lessons we actively promote the skills of reading, writing, speaking and listening. Problem solving in Maths requires reading skills, as does interpreting graphs and tables.

Science

Phonics and Reading contributes significantly to the teaching of Science in our school. As with Maths, Science requires reading skills as well as understanding of scientific concepts.

SEND

At Purston, we teach Phonics and Reading to all children, whatever their ability. Phonics and Reading forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and additional opportunities for phonics and reading sessions where necessary. Our work in Phonics and reading takes into account the targets set in the children's one page profile.

Assessment and Recording

In Key Stage 1 we assess children's work in Phonics by using the assessment grids provided by *Floppy's Phonics*. Children are assessed half-termly to measure the impact of their phonics teaching. End points for each half-term are highlighted and recorded. The data is then fed back to Jerry Clay Academy English Hub as part of our support programme. Year 1 will sit the Phonics Screening Check in the summer term alongside children currently in Year 2 who did not pass the previous year. Results are shared with parents on the child's end of year report. Practice checks are completed at least three times throughout the year. In Foundation Stage, *Floppy's Phonics* assessment grids are also used and data is reported half-termly.

Children's progress in Reading is closely tracked as they move through the reading scheme. Any child not making sufficient progress is identified immediately and given extra support. In Foundation Stage, literacy skills are assessed according to the month bands of 'Development Matters' on entry. This is shared with parents and forms the basis for future learning. They are assessed again at the end of EYFS – the EYFS profile – and this information is shared with parents and Year 1 staff to inform future planning.

Results of Reading assessments are uploaded to O Track termly. At the end of Key Stage One, children's achievements are shared with Year 3 staff at the Junior School to facilitate a smooth transition.

Resources

On the whole we have sufficient resources for Phonics and Reading in school, although it may be necessary to supplement our reading scheme with more phonically decodable books for the children to take home. Each Reading Teacher should have her/his own set of *Floppy's Phonics* resources which should be made visible to all children accessing the programme.

Health and Safety

At Purston we try to maintain high safety standards. Risk assessments are carried out for outside visits.

Monitoring and review

It is the responsibility of the English leader to monitor the standards of children's work and the quality of teaching in Phonics and Reading. The English subject leader is also responsible for supporting colleagues in the teaching of Phonics and Reading, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The English subject leader gives the head teacher an annual summary report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The English leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject. The English leader is also answerable to the head of the English Hub.