



**Hugh Joicey C of E First School, Ford**

**Love one another - Love learning - Love nature**

### **Phonics & Early Reading Policy**

#### **Church of England Vision:**

**Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

**Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

**Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

**Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

**Developing a love of reading can contribute to all parts of this vision.**

The teaching of phonics and early reading is of the highest priority at Hugh Joicey C of E First School. We are committed to ensuring that every child will learn to read. Reading enables children to access material in all curriculum areas and provides a foundation for their learning throughout their school career and beyond. We are committed to inspiring all children to be excited about reading and motivated to read for pleasure, and to begin a lifelong love of reading.

**It is crucial that reading is of a high standard and consistently embedded into the wider curriculum, into Writing and into Personal Development.**

#### **INTENT**

At Hugh Joicey C of E First School, we intend:

- For every child to be a reader
- For children to have the skills to decode words in order to be able to read fluently
- For children to understand what they have read and
- For children to respond with curiosity to what they and others have read

- For children to begin a lifelong love of reading, and enjoy reading for pleasure
- To develop children's confidence in reading a wide variety of genres and quality fiction and non-fiction texts
- To develop children's knowledge of a wide range of authors and illustrators

## **IMPLEMENTATION**

### **Phonics**

At Hugh Joicey C of E First School, we use **Read Write Inc** as our systematic, synthetic phonics programme. In Read Write Inc, children learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they have read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

### **Phonics teaching**

All staff are trained in Read Write Inc.

Children are grouped according to their progress in reading and paired with the most appropriate member of staff to meet their needs . This ensures that all children's individual needs are met. Our aim is for children to complete the phonics programme as quickly as possible to become independent readers.

Read Write Inc sessions begin as soon as possible when children start school in Reception – usually from Week 2. Children rapidly learn sounds and the letter (or groups of letters) needed to represent them. Simple mnemonics are used to help them grasp this quickly, as well as helping to teach and embed correct letter formation. Children also have practice in reading high frequency words with irregular spellings (common exception words).

Embedding alphabetic code early on means that children quickly learn to write simple words and sentences. We encourage them to compose each sentence out loud until they are confident to write independently. We make sure they write every day. Dictation and holding a sentence are practised frequently to support working memory. Children write at the level of their spelling knowledge.

### **Vocabulary**

The quality of the vocabulary they use in their writing reflects the language they have heard in the books that have been read to them; they have also discussed what the words mean, can use a dictionary and apply vocabulary correctly across a range of contexts and subjects. They show disciplinary knowledge by using correct vocabulary to make links between topics.

Once children have completed the Read Write Inc phonics programme, they move on to Read Write Inc spelling, which further embeds phonic knowledge and teaches spelling rules they will need in their reading and writing.

We aim for most children to complete the phonics programme by the end of Key Stage 1.

### **Assessment:**

Regular, half termly Read Write Inc assessments and careful data tracking ensures that children are in the correct group so their individual needs are met, and these assessments, plus daily formative assessments, mean that any children who are at risk of falling behind are immediately identified and support put in place to help them to catch up quickly. This can take the form of one-to-one tutoring, a daily 15 minute session with trained staff, following the Read Write Inc One-to-One Tutoring programme. Children with SEND or EAL are taught Read Write Inc Phonics until they catch up with their peers. The Reading Leader monitors pupil progress carefully. No child is left behind to struggle.

### **Reading for practice and for enjoyment**

At Hugh Joicey C of E First School, we will implement:

- Regular, timetabled, daily story time for all year groups. This is for the children's enjoyment and to promote a love of reading.
- Regular opportunities to read to an adult, at least once a week in Reception and Key Stage 1. Every class has a 'Priority Readers' list, containing the names of children who require additional practice. Adults know that every second counts and if there is any spare time, they can access the list and read with the children
- English planning is based on high-quality, engaging and relevant texts. We use the Pie Corbett Reading Spine to choose these texts, but this list is not exhaustive.
- A structured reading system. Every child will take home 2 books:  
A reading scheme book, closely matched to the children's growing phonic knowledge. Children should read this book more than once, to build up fluency, confidence in reading and understanding of the text. Ongoing formative assessment of children during reading sessions ensures that the book is matched to their phonics ability and that their comprehension skills are developing. They also choose a high-quality text from the library or accompanying book box to share at home.

- A range of events and theme days to engage children, so they are confident and motivated to read for pleasure. These include World Book Day, Reading Buddies, visiting authors and reading challenges
- A library or book area in every classroom and an organised central library
- Monitoring of the planning, teaching and assessment of reading to ensure that it is of a high quality and consistent throughout the school
- Books to accompany topics are chosen for the specific literacy skills it demonstrates e.g recount, traditional tale

**Advice for parents** (Read Write Inc Reading for Pleasure)

- Set aside a special time – just a few minutes a day is enough to create a reading habit.
- Get caught reading yourself – show that reading for pleasure is not just for children.
- Read to each other – if your child really doesn't want to read on their own, then read together. You read a page, then they read a page. Or one of you could read any dialogue. Be brave and put on different voices.
- Value the books they choose to read – all reading is valuable for a child's development. Some of us prefer non-fiction; some of us prefer comics. One child might like superhero books; another might a book of football statistics.
- Set a challenge – can they read ten books before they're ten? Can they read a book from six different genres: a comic, an information book, a funny book, a sci-fi book, a classic and an instruction manual?
- Reading buddies – reading to a younger sibling can boost your child's self-confidence and communication skills.
- Audiobooks – audiobooks allow children to experience a book above their own reading level. It also allows you to share a book together or make the most of those car journeys. Listening to a story over and over again can improve vocabulary and encourage deeper comprehension.
- Read-a-thon – join a sponsored reading event to raise money for charity.

- Stage and screen – use your child’s favourite films or games as a springboard into reading. Knowing the characters and storyline can be a helpful bridge into reading a longer story.
- Book club – find out about local book clubs.

### **Parents as partners**

At Hugh Joicey C of E First School, we recognise the important part parents and carers play in the education of their child. We encourage parents and carers to engage in an active partnership with the school. We:

- Hold phonics and reading workshops at school for parents and carers to attend
- Link to Ruth Miskin Parent Films <https://schools.ruthmiskin.com/training/units/56>
- Distribute reading booklets, with information on supporting their child with reading at home
- Send home weekly phonics and spelling homework
- Send home reading books closely matched to their child’s growing phonic knowledge and a library book to promote a lifelong love of reading.
- We communicate specific, personalised literacy targets and progress with parents and carers through their child’s Reading Record books. Parents and carers are encouraged to put their own comments.
- Regular contact and communication through Seesaw, our online learning journal used throughout the school. We upload activities, comments and observations for parents and carers to see, as well as sharing activities from home too. Seesaw is also a source of communication.

### **IMPACT**

- Teaching, learning and assessment is of a high quality and consistent throughout the school
- Children talk about a love of reading and demonstrate that they enjoy reading for pleasure
- External moderation of reading with other schools in the partnership provides external quality assurance and validation
- Children are in the corresponding phonics group to meet their individual needs
- Rapid effective support for children at risk of falling behind or those experiencing difficulty

- Reading outcomes at EYFS and KS1 are at least in line with National.

**Reviewed: 28.4.23**

**Review date: Spring 2024**

**Signed**

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**Head Teacher**

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**Chair of Curriculum Committee**