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

**We will grow well, flourish and live life in all its fullness - John 10:10**

**Phonics & Early Reading Policy**

**Church of England Vision:** As a Church of England School we consider how our approach to Feedback endorses Removing Disadvantage, Character Education, Well-being, Stretching the Most Able, Teaching and Learning and Assessment.

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 demonstrate a lifelong love of reading.

**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 demonstrate 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

**IMPLMENTATION**

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.

Children are grouped homogeneously according to their progress in reading. This ensures that all children’s individual needs are met, whether this is to support lower-attaining children, or to challenge children who are progressing faster than their peers.

The Read Write Inc programme begins by emphasising alphabetic code. 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.

Children write at the level of their spelling knowledge. 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.

Our aim is for children to complete the phonics programme as quickly as possible.

Once children have complete 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. 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.

See the Read Write Inc policy for more information on the teaching of the Read Write Inc Phonics programme in school.

Reading

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:

A reading scheme book. This is 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 this reading sessions ensures that the book is matched to their phonics ability and that their comprehension skills are developing

A high-quality text they have chosen from the library 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

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
* 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 targets and progress with parents and carers through their child’s Reading Record books. Parents and carers can leave their own comments reading too
* 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, where parents and carers can contact teachers if they have any questions or concerns.

**IMPACT**

At Hugh Joicey C of E First School, the impact will be seen through:

* Internal monitoring, including learning walks, lesson observations, pupil interviews, whole school moderation, book and planning scrutinies. This will ensure that teaching, learning and assessment is of a high quality and consistent throughout the school
* Children commenting on a love of reading and demonstrating they they enjoying reading for pleasure
* External moderation of reading with other schools in the partnership. This provides external quality assurance and validation
* Our data tracking and assessment system – this allows staff to analyse data to review attainment and progress of individuals and key groups. Any children who are not on track to make expected progress are identified quickly and support put in place to help them to catch up
* Half termly Read Write Inc assessments, allowing children to be put in the correct phonics group to meet their individual needs
* Rapid effective support for children at risk of falling behind or those experiencing difficulty

**Policy created: October 2021**

**Review date: October 2022**

**Signed**

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**Jacqueline Dalrymple, Head Teacher**

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**­­­­­Carol Douglas, Chair of Governors**