Gatton Primary School Phonics and Early Reading Policy

What is Phonics?

"Phonics is a way of teaching children to read quickly and skilfully. They are taught how to recognise the sounds that each individual letter makes and identify the sounds that different combinations of letters make. Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read." DFE 'Information for Parents. At Gatton Primary School, we use a systematic teaching of phonics to support children in learning to read and write. High quality texts are used to drive children's enthusiasm and motivation for reading and writing. Guided and independent writing give children opportunities to apply their phonic knowledge. Shared reading and individual reading sessions also allow children to apply their phonic knowledge. We follow the 'Unlocking Letters and Sounds' Scheme.

The vision

At Gatton primary school we want every child to be successful, fluent readers and writers by the end of Key Stage One (KS1) and we believe that this is achievable through a combination of strong, high quality, discrete phonics teaching combined with regular, daily opportunities for developing reading skills.

We aim to give children the best possible start on their journey by teaching them the essential phonological/phonemic skills and knowledge to decode and encode (spell) words independently from the outset. At the point of reading/writing, children will use phonics as their first strategy to read and spell unknown words until it is embedded and automatic for them. We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a lifelong love of reading and aim to nurture and develop these attributes alongside the phonics program (see Gatton reading expectations).

Specific aims

- Daily phonic sessions
- Phonics being promoted as a tool to help children decode words to read and spell
- Learn the skills of blending and segmenting as a first priority as they are introduced to the grapheme/phoneme correspondences for reading and spelling. This ensures that from the outset children are able to read and spell simple CVC's with the GPC's they know.
- Be reading with increasing automaticity by the age of 6.
- Apply their phonic knowledge in the context of reading and spelling in the wider curriculum and understand how and when to do this.
- Develop their spoken language and comprehension simultaneously as they are learning phonics in the first years of school.
- Use phonics as their first strategy to decode and encode unknown words until a degree of fluency is reached.

Phonics Planning

- Phonics planning will be based on the five phases of the letters and sounds: Principles and Practice of High Quality Phonics across the EYFS and KS1 phases.
- Children will progress through the five phases of Letters and Sounds, beginning with Phase one in Reception and by the end of the Summer Term, Reception children should be familiar up to the end of Phase three. By the end of Year 2, children should be proficient in their phonics knowledge and have completed phonics.
- The bug club phonics teaching programmes will be used to supplement the planning alongside Teacher adapted slides.

Phonics lessons

- Phonics will be taught through discrete phonic sessions, 1:1 regular reading, as part of the Guided reading carousel, writing sessions and through embedding the phonics by linking it with other curriculum subjects throughout the school day.
- Phonic lessons will follow the pattern: Re-visit, review, teach, practice and apply and will include coverage in many ways depending on the year group. (see below)

Phonics coverage across the year groups			
Reception	Year 1	Year 2	Year 3-6
2 x 20-minute daily phonics lesson Session 1 will introduce new learning. Session 2 will review learning, and allow to target individual learners where needed. This is known as the 'Mastery Lesson.' Phonic sounds weaved throughout the daily activities within the indoor and outdoor classroom. Phonics taught through 1:1 reading	2 x 20-minute daily phonics lesson Session 1 will introduce new learning. Session 2 will review learning, and allow to target individual learners where needed. This is known as the 'Mastery Lesson.' Phonics taught through 1:1 reading in Autumn term. Taught through the guided reading carousel Spring term onwards.	1 x 30-minute lesson per week Taught through guided reading and the weekly spelling focus.	Taught through guided reading and the weekly spelling focus. Taught through targeted booster sessions where needed.

- The re-visit, review will provide opportunities to recap on previous learning including phonemes, high frequency words and reading words.
- The teach part of the lessons are primarily verbal where pupils will learn through rehearsal.
- The practice and apply part of the lessons can take place on whiteboards, in handwriting books, in guided reading books or as the opportunities arises in other curriculum areas.

Cross Curricular Links

Phonics is seen as one aspect of a rich literacy environment. Outside, children are encouraged to go on sound or letter hunts, practise writing letters in the sand or making signs using their phonic knowledge for different areas of the provision. The modelling of writing and reading may be an appropriate time to notice different letter sounds or non-decodable words all the while ensuring the meaning of a word or story is not lost. In Year 1 and 2, phonics is linked to literacy through dramatic progress in writing.

Inclusion, including provision for gifted and talented, EAL and SE

If children struggle with learning phase 2 sounds for example, a phonics booster group may help children catch up. Children with SEND either work with the whole class, a group or individually, depending on their personal needs.

In Reception and Year 1, there are two daily sessions of Phonics. Session 1 introduces new learning. Session 2 helps us support identified children where needed as well as provide further challenge and opportunities to use and apply skills. This is known as the 'Mastery Lesson.'

Additional phonic intervention

- Pupils in KS1 who did not meet the required standard for phonics and need more work on 'decoding' and 'word reading' skills will receive extra phonic interventions through bug club phonic resources and phase flashcards.
- Pupils in Year 3 who did not meet the required standard for phonics in Year 1 and Year 2 will receive a weekly session to re-cap phase 2/3/4/5 with the Teaching Assistant. These pupils will also receive an additional 1:1 reading session to practice their application, this may also include precision teaching sessions.
- Pupils in Key stage two (KS2) who require further phonic intervention will receive short bursts of phonic teaching in the form of precision teaching sessions.

Phonic assessments

- Teachers use assessment for learning and the Letters and Sounds end of phase assessments to track and review children's progress.
- Assessments take place at the end of a phase or half termly depending on the progress that a pupil makes.
- Through 1:1 reading both Teachers and Teaching Assistants will be able to assess the application of phonics and general phonological awareness to support findings.
- Assessments will inform teachers of targeted intervention sessions that may be needed for those children who are struggling within a particular phonic phase.

- Phonics screening checks are carried out at the end of Year 1. Children that do not pass the phonics screening test in Year 1, they repeat the test when they are in Year 2. They continue to receive daily phonics sessions that can be specifically tailored to an individual's needs to help children catch up.

Training and support for staff

- All staff need adequate training and support to deliver phonics, this could range from INSETs ran by the Literacy subject leader to team teaching/planning with the KS1 phase leaders. Where needs arise, out of house training may be offered to either support colleagues who are new to KS1 or to keep up to date with the current advances.
- All members of staff are provided with guidelines and a scheme of work (Letters and Sounds) to show how the teaching and learning of phonics should progress.
- Colleagues are advised and supported with the implementation and assessment of phonics throughout the school by the phase leader and the Phonics and Early reading Leader and the Literacy subject leader.
- Colleagues are assisted with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget by the Phonics leader.

Monitoring

The subject and phase co-ordinators are responsible for overseeing the mid-term planning in phonics across the school. Regular training, modelling and observations from the subject and phase co-ordinators ensure teaching staff have support to deliver high quality phonics teaching.

Expectations for Home Learning and parental involvement

- Across the EYFS and KS1 classes, parents are encouraged to read daily with their child. Regular reading at home should enable the children to use segmenting and blending techniques learnt in phonics sessions.
- In KS2, pupils will take books home weekly and adults are encouraged to hear them read to promote their fluency.
- Weekly phonic homework will be set in KS1 and in KS2 weekly spelling homework will be set linked to specific patterns.
- A phonics and reading workshop is run during the academic year to explain to parents:
  -What phonics is
  -What we do in school to support children's phonics learning and early reading
  -What they can do at home to help Parent booklets from this are given out with all of this information.

Regular feedback in the child's reading record helps parents know which reading skill they are working on as well as identifying non-decodable words in reading books for children to practise. In Year 1 and 2,

children are sent home regular spelling which include words from some aspects of the phonics phases as well Year 1 'common exception words'

Reading in EYFS and Year 1

Reading is celebrated through the topics that children are immersed in. Topics are based on a range of children's books and authors. Parents and carers are informed of these books prior to the start of the topic, so they can read the text with their children at home. Parents and carers, of children from homes where English is an additional language, are encouraged to read the book in the home language, to help children's understanding and language development. Individual reading books are chosen from a range of decodable reading schemes to ensure children have access to wide a range of texts. Teachers are given clear guidelines of the skills learned in each book band. Children read individually on a regular basis with the class teacher or teaching assistant. Children that are identified as needing extra support have extra reads with teaching assistants or other adults working in the class. A dialogue of communication with parents and carers is created with the class teacher in reading records to identify children's next steps and track their progress. Children are given specific feedback to acquire reading skills. Parents and carers are invited to attend workshops to inform them of strategies and ways in which they can further support their child at home with their reading. They are also issued with an information booklet at the beginning of the year to further support their child's home learning. Parents and carers are also invited into read their favourite children's book with the class in English, or their home language during reading cafes.

See Literacy policy for more information regarding reading in Year 2 & Key Stage 2

Schemes

At Gatton, we follow the **Unlocking Letters and Sounds** Phonics scheme.

Year Group	1:1 Reading Scheme	Guided Reading Scheme
Reception	Big Cat Phonics Beanstalk	
Year 1	Big Cat Phonics Dandelion Launchers	Bug Club
Year 2	Oxford Reading Tree Big Cat Phonics	Oxford Reading Tree Bug Club

In addition to these schemes all children will have access to an online library of decodable books (Bug Club) which is inline with the 'Unlocking Letters and Sounds' scheme.

*As allowed in the 'Unlocking Letters and Sounds' scheme various reading schemes may be used to supplement ensuring children have access to a wide range of titles.