



Reading and Phonics Policy

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1. Introduction:

Proficiency in reading directly impacts progress across all areas of the curriculum, we take immense pride in the high priority of reading at Chadsgrove.

At Chadsgrove, we firmly believe in the fundamental importance of reading for all of our pupils, regardless of their abilities or needs. "As a child grows up, being able to read well not only enables them to discover new facts and to learn at school, but also opens them up to a world of new ideas, stories and opportunities⁽¹⁾."

Reading serves as a foundation for understanding, interpreting, and communicating with both one another and the broader world. Developing vocabulary and understanding in parallel to support development as confident readers is key to ensuring children can make sense of what they experience through reading. Reading at Chadsgrove may be accessed differently according to need or development for example it may be through, words, objects of reference or symbols. Proficiency in reading directly impacts progress across all areas of the curriculum, we take immense pride in the high priority reading has at Chadsgrove.

There has been a clear shift towards teaching children the basics of reading through phonics. Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness. Through phonics, children learn to read by identifying the sound of individual letters and through the combination of letters. Knowing the sounds of individual letters enables children to then decode new words. The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills.

2. Purpose:

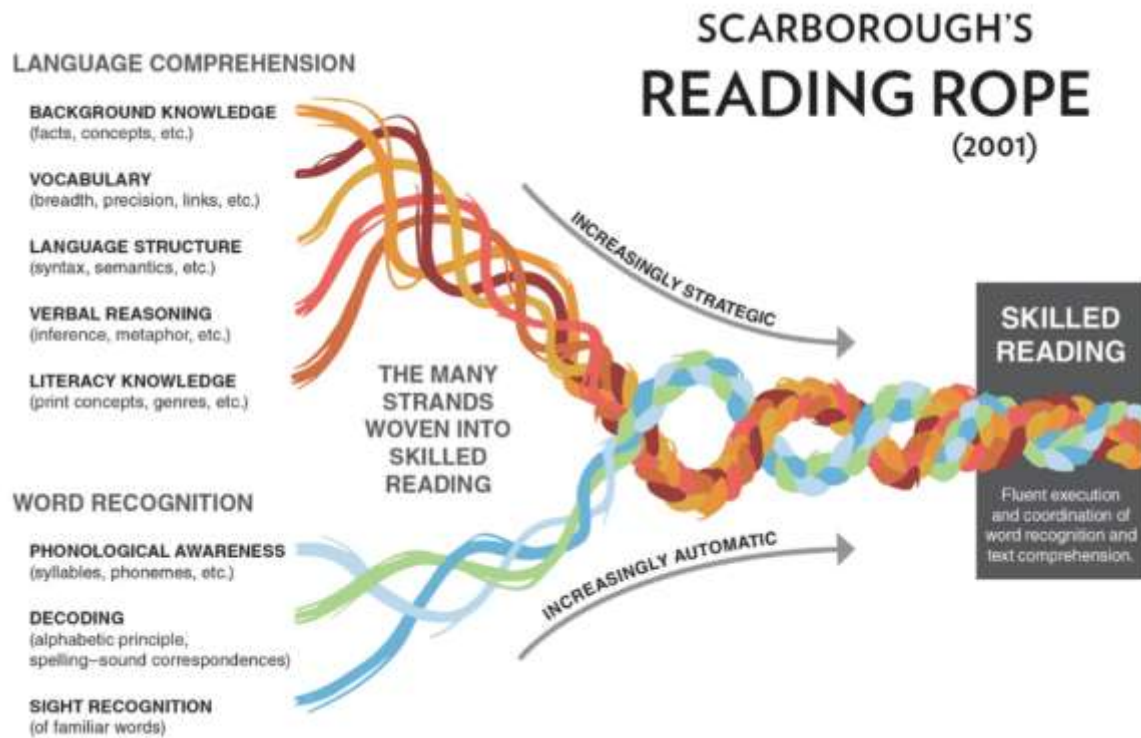
The purpose of this policy is to describe our practice in the teaching of reading and phonics and the principles upon which this is based, as well as to reinforce a consistent, high-quality approach to the teaching of phonics across the school to all pupils for whom it is appropriate.

3. Aim/Intent:

We actively promote the development of reading skills through a positive reading culture embedded throughout the school. We strive to teach children to become successful readers, following a carefully sequenced approach ensuring we recognise children's individual strengths, weaknesses, profile of need and current knowledge and skills.

We aim to deliver teaching that is multi-faceted and coherent ensuring visual, auditory, language and cognitive abilities are focussed on. Our approach to reading is informed by 'Scarborough's Reading Rope Model', which recognises the importance of language comprehension alongside word decoding and recognition skills.

Specifically, with regards to the teaching of phonics we aim to provide consistent high quality phonics teaching that ensures those pupils for whom appropriate, have a strong foundation upon which to tackle the complex processes of reading and writing. Our approach to phonics is through 'Little Wandle Letters and Sounds Revised' which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they progress through school.



¹'The Power of reading: How the next government can unlock every child's potential through reading' (April 2015) — Written by Kayte Lawton & Hollie Warren for the 'Read on, Get on' campaign, and published by 'Save the Children'.

4. Wider School Aims and Ethos:

This policy supports the following school aims:

- To allow an individual to develop to their full potential
- To offer a broad, balanced, and relevant curriculum that meets the needs of all pupils, statutory requirements and allows for flexible approaches to learning
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To ensure equality of opportunity regardless of gender, race, culture, religion, social disadvantage, or disability

5. Consultation:

This policy was written by Lucy Roberts (Reading and Phonics Leader) and drawn up in consultation with;

- The Senior Leadership Team through consultation of the draft policy
- The Governing Body — through review of the policy

6. Sources and References:

The following documents have been used to support the writing of this policy:

- National curriculum in England: English Programmes of Study
- The Rose Report 2006

- Scarborough's Reading Rope 2001
- Early Years Foundation Stage Framework
- 'Little Wandle' Phonics Policy
- Barrs Court Curriculum

7. Roles and Responsibilities:

7.1 The **Governors** are responsible for meeting once a year with the Reading/Phonics Leader, in order to discuss subject strengths and areas for development, and for then reporting these to the full Governing Body.

7.2 The **Headteacher** is responsible for:

- Monitoring of Long- and Medium-Term Planning
- Lesson observations
- Monitoring the work of the Reading/Phonics Leader, through the Performance Management Cycle

7.3 The **Reading and Phonics Leader** is responsible for:

- Organising phonics meetings and liaising with new staff
- Writing and reviewing this policy
- Long Term Planning
- The monitoring of Medium Term Planning
- Lesson observations
- Ordering new resources in consultation with other staff and the storage of those resources
- Putting into place appropriate monitoring and support for pupils who are not making expected progress

7.4 **Teachers** are responsible for:

- Ensuring that the teaching of reading appropriately matches the needs and abilities of each pupil in their class
- Undertaking and keeping up to date on phonics training and development
- Working with the Reading and Phonics Leader to embed a positive reading culture with individual pupils, in class and across the school
- Managing the resources associated with this programme.
- Delivering phonics to classes as appropriate
- Completing formative and summative assessments. Summative assessments are placed on SOLAR

7.5 A **Specialist Specific Learning Difficulties Teacher** is responsible for:

- Phonics interventions for those children who require additional support and intervention so that effective progress can be made

8. Planning:

Using the Long-Term Plans for English and Literacy, Class Teachers will produce Medium Term Plans. Long Term Plans outline the topics and suggest recommended Literacy texts. Medium Term Plans outline the learning activities in more detail and specify the curriculum intent, implementation, and projected learning outcomes/impact.

Teachers leading individual sessions determine how the Medium-Term Plans will be delivered daily considering in more detail, elements such as differentiation and personalisation for individual pupils. These are placed on the shared area of the school network.

All planning considers Individual Education Plan targets and EHC Plan outcomes (where appropriate) as these are an integral part of the learning experiences offered to pupils.

Planning for phonics follows the 'Little Wandle' phonics strategy. This allows for sequential learning to take place which is informed by termly assessment.

In addition, the 'Foundations for Phonics' assessment tracker will be used as a foundation for phonological awareness in those children preparing for phonics, this will aid the teacher in the planning for individual children.

There are regular meetings between staff to discuss groupings, successes or challenges and how these may be overcome.

9. Organisation and Implementation:

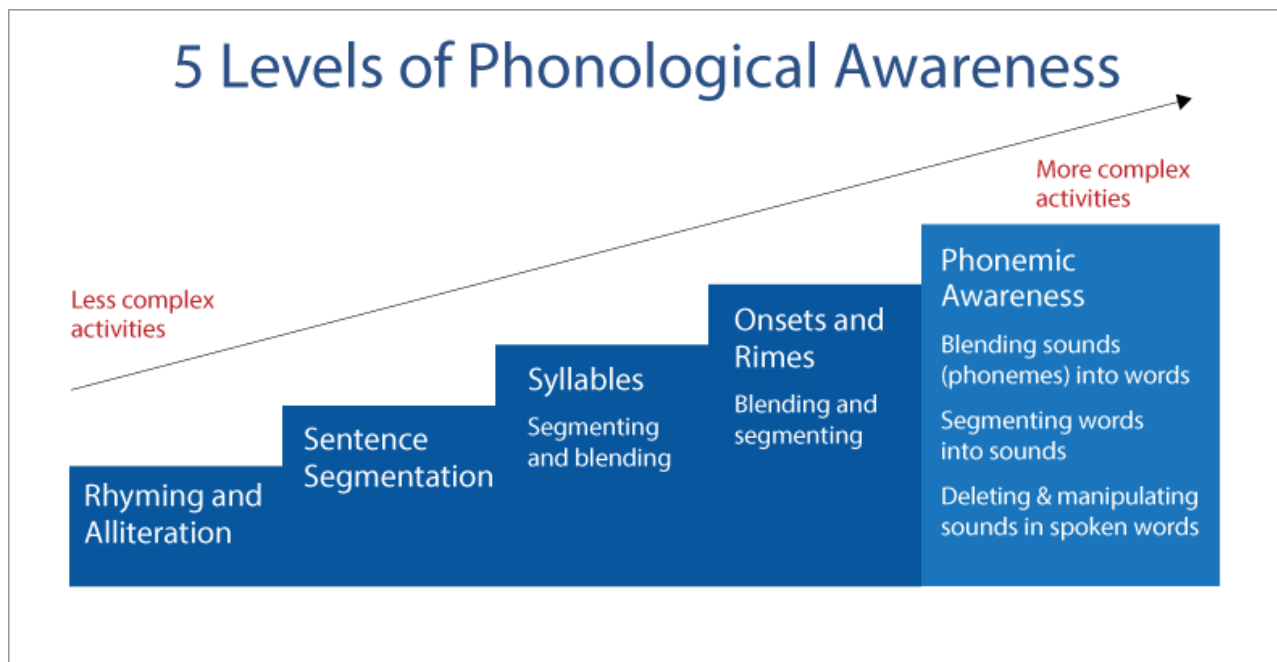
The 'Scarborough Reading Rope' provides the framework on which we approach the implementation for reading. This describes the many strands that link language comprehension and word recognition together to enable autonomy of reading, (See illustration Scarborough's Reading Rope, Page 4).

9.1 The Early Years Curriculum:

Reading is developed in a cross-curricular way through the implementation of a cycle of themes which are explained in more detail in the 'Early Years Policy' (Policy Number 27).

In **Early Years** children will read a wide variety of literature together as a class, individually and with an adult. They will be encouraged to read at home with friends and family.

- Stories are brought alive using props, music and videos
- Text is simplified so pupils can focus on the key words and events, which are highlighted through the use of symbols, Big Mac switches and signing
- Children are encouraged to participate in the stories by accessing these communication aids with support from an adult
- Children will read a book until they are very familiar with the story, so they are able to show anticipation and become increasingly aware of pictures and what they stand for in everyday experiences
- Children will be working across the curriculum on their phonological and phonemic awareness skills (See Foundations for Phonics Assessment Tracker, Appendix 1) which will provide a sound foundation for reading. 'Research tells us that by developing children's phonemic awareness we lay the foundations for word reading' (Melby-Lervag et al., 2012)



9.2 The Pre-Formal Curriculum for Pupils with Profound and Multiple Learning Difficulties:

Our **Pre-Formal** curriculum learners are immersed in on-going, multi-sensory experiences to foster emergent literacy skills and awareness through all aspects of their daily routines and work. Pupils must experience and retain a series of pre-requisites to learning in order to develop skills in Literacy, these skills include self-awareness and a sense of rhythm pattern and order. In addition to this, a **focus is put on building essential pre-reading knowledge, understanding and skills**. These include visual, auditory, and motor skills; focus and attention skills and communication skills. What is of central importance to our Pre-Formal curriculum learners is an inclusive Literacy environment.

An Inclusive Literacy environment involves activities such as:

- Objects of Reference — these are often seen as the first real step into learning about symbols, which in conventional Literacy, might lead to more abstract symbols and eventually into letters, words and text
- Tactile Signing (TaSSeLS)
- Sensory stories which provide a great opportunity for pupils to develop early reading skills such as tracking, listening and attention; whilst also offering rich possibilities for stimulating the imagination, extending experiences, and providing opportunities for interaction with peers and staff members
- Multimedia stories and talking books
- Cause and effect software
- Photo albums
- Picture books
- Reading icons and symbols
- Drama and role play

9.3 The Semi-Formal and Formal Curriculum for Pupils with Severe and Moderate Learning Difficulties:

Foundations for reading for our **Semi-Formal and Formal** curriculum learners are established through a clear focus on developing language comprehension and word recognition skills.

This includes a focus on:

- Developing vocabulary
- Language conventions and background knowledge alongside phonological development
- Sharing high-quality stories and poems, developing awareness of onset and rhyme recognising rhyming words and continuing a rhyming string
- Opportunities to handle and share reading material, identifying favourites and revisiting familiar stories
- Developing more sophisticated sound discrimination skills, with environmental, instrumental, body and voice sounds
- Developing awareness of syllables in words
- Developing awareness of initial sounds in words through alliteration and an ability to identify familiar words that belong to an alliterative string
- Practicing voice sounds and pronunciation skills
- Developing oral blending skills
- Developing blending and segmenting skills
- Learning the grapheme and phoneme for common digraphs
- Practising decoding skills by reading fully decodable books well-matched to their secure phonic knowledge
- Learning commonly used tricky words
- Word to picture matching using simple picture noun vocabulary that is meaningful and motivating to the learner and suitable to their communication needs
- Reading a range of carefully selected high quality texts with an adult, in groups or individually, with rich opportunities to develop language comprehension skills
- Identifying features of the book, such as pictures and words and answering simple retrieval, prediction, and inference questions

9.4 Little Wandle Phonics:

After assessment has been carried out the majority of learners will follow the 'Little Wandle Letters and Sounds' systematic synthetic phonics programme. The programme is based on the principles of synthetic phonics, which teaches children to read by breaking words down into their individual sounds, or phonemes, and then blending those sounds together to form words.

Not all words are phonetically decodable; these words are taught as whole words through sight recognition. 'Little Wandle Letters and Sounds' uses a multi-sensory approach to learning, incorporating visual, auditory, and kinaesthetic activities and approaches to help pupils remember and apply the sounds they learn. Alongside our phonics programme, we use carefully matched 'Big Cat' decodable reading books in order for children to apply their phonics knowledge, enabling them to access an increasing range of high-quality texts and to read for pleasure.

Once learners have mastered these skills they move beyond early reading and the foundations and will have secure knowledge of all Phases Two and Three phonemes. Learners will use and apply their phonic knowledge to decode and encode more complex spelling patterns at Phase Four and Five. Learners and teaching focus will now be on developing prosody, fluency, and comprehension skills as referenced within the 'Little Wandle' scheme.

9.5 Post 16 Curriculum:

In **Post-16**, we aim to offer meaningful reading opportunities for pupils to develop cognitive, social and communication skills in school and in the community.

These skills enable pupils to practice functional English and reading, allowing them to access community information e.g., health, leisure, and transport safely. We facilitate a cross curricular model where pupils are supported to practice English and reading across the whole Post-16 curriculum.

For example:

- Digital literacy (e.g., sending and receiving emails, completing online shopping, navigating websites and online information sources)
- Reading signs symbols and timetables in the local community
- Reading information for independent living skills
- Reading for personal organisation skills

10. Reading for Pleasure:

All learners at Chadsgrove have daily opportunities to explore and enjoy texts through a variety of multi-sensory approaches, story massage, sensory stories, role play, books beyond words etc. As a school we place priority on 'reading for pleasure' and acknowledge the importance this has on a pupil's success, enjoyment, and fulfilment.

The above is promoted throughout school. There are inviting and high-quality class reading corners, a well-resourced and organised library, author visits, curriculum days and whole school reading competitions.

It is important to encourage a variety of reading role-models to boost self-esteem alongside reading for pleasure. Therefore, at Chadsgrove we operate a 'Reading Buddies' programme whereby older pupils will read to younger pupils or listen to the younger pupils read.

1 1. Training/ CPD:

Pedagogical expertise is a key component of successful teaching of early reading, and so staff at Chadsgrove are trained through the 'Little Wandle' programme to deliver high quality phonics sessions.

Training needs are identified through the monitoring process and performance management cycles. If there have been any significant statutory changes then subsequent training needs will be addressed as necessary. If Teachers have identified any training needs, then this will be considered by the Senior Leadership Team in line with the priorities of the school as a whole.

Staff training takes place during INSET days, staff meetings and informal meetings. External training also takes place as appropriate.

We recognise the important role all staff have in supporting reading and phonics in school, this includes appropriate training for Teaching Assistants.

12. Equal Opportunities:

An Equal Opportunities Policy is in place at Chadsgrove School (Policy Number 38). There is no discrimination because of race, gender, disability or home circumstances.

All children within Chadsgrove School have equal access to the curriculum and are given the same opportunity to develop and reach their full potential.

Pupils have EHCPs stating the provisions that need to be in place for them and this is adhered to by school staff.

13. Health and Safety:

A Health and Safety policy (Policy Number 44) is in place at Chadsgrove School. All staff must always adhere to this school policy.

14. Including Parent Carers:

Staff at Chadsgrove believe that it is vital to work in partnership with parent carers and value the knowledge that they have of their child. The partnership with parent carers is based on shared responsibility, understanding, mutual respect and dialogue.

Parent carers are encouraged to become actively involved in helping to develop their child's educational programme, for example by contributing to it or carrying on work at home. Homework is set for pupils, where appropriate, and parent carers are requested to support their child in the completion of this.

Parent carers are invited to two Parents' Carers' Evenings each year and to the Annual Review of the EHCP.

Parent carers are sent a Termly Curriculum Newsletter and receive an Annual Report of their child's progress in Reading and Phonics.

Pupils will take home their decodable 'Big Cat' phonic book. Pupils will read this to their parent carer.

The subject leader promotes Book Trust projects such as Book buzz, Time to Read, and 'Treasure Packs' which are all designed to encourage parents carers to engage in reading with their child at home which will have a longer-term impact in the future by fostering an engagement and love of reading for all pupils.

15. Resources:

Each classroom or room where phonics is taught will have a basic stock of 'Little Wandle' specific resources to support delivery of the subject. The grapheme charts should also be displayed in these classrooms.

Pupils in Early Years and Key Stage One and Two have an enabling environment which includes role play and props, games, books, and a variety of reading and writing materials.

The subject leader orders and labels the resources and all staff contribute to keeping the resources tidy.

Chadsgrove School has access to Catshill Library.

16. Assessment and Moderation:

16.1 Formative Assessment:

Formative assessment occurs when Teachers assess all pupils' responses to the tasks set in planned activities through questioning and feedback. In Early Years and in other classes, where appropriate children are observed as they interact in their play, everyday activities, and planned tasks. Formative assessments are ongoing and are updated half termly if appropriate.

Pupils with PMLD are assessed using individual targets that are set to link closely to their band on Routes for Learning. Progress is recorded using MAPP (Mapping and Assessment of Pupil Progress) and uploaded on to SOLAR.

All data from SOLAR is entered termly on to a school spreadsheet. From there it can be seen how much progress pupils are making, and interventions can be put into place if necessary.

16.2 Little Wandle Specific Assessment:

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Chadsgrove places pupils in groups depending on assessment results (Little Wandle states mainstream year groups)

- Assessment for learning is used:
 - Daily within class to identify children needing 'keep-up support'
 - Weekly in the 'review lesson' to assess gaps, addressing these immediately and securing fluency of GPCs, words and spellings
- Summative assessment for Reception and Year 1 is used:
 - Every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the 'keep-up support' that they need

- By SLT and scrutinised through the 'Little Wandle Letters and Sounds Revised' Assessment Tracker, to narrow attainment gaps between different groups of children and so that any additional support for Teachers can be put into place
- Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - In Year 1, when children are reading the Phase 5 Set 3, 4 and 5 books
 - With children following the 'Rapid Catch-Up' programme in Years 2 to 6, when they are reading the Phase 5 Set 3, 4 and 5 books
 - To assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the 'Rapid Catch-Up' programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books
- A placement assessment is used:
 - With any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching
 - Ongoing assessment for 'Rapid Catch-Up' in Years 2 to 6:
- Children in Year 2 to 6 are assessed through:
 - The 'Rapid Catch-Up' initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
 - The 'Rapid Catch-Up' summative assessments to assess progress and inform teaching
 - The 'Rapid Catch-Up' fluency assessments when children are reading the Phase 5 Set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the 'Rapid Catch-Up' programme, which is when they read the final fluency assessment at 90+ words per minute

17. Monitoring of Evaluation/Impact:

The progress of pupils within phonics is monitored through:

- Staff observation and discussion
- The moderation of pupils' work and assessment results — this may include the analysis of Teacher observations and video evidence. Moderation meetings are held annually by Subject Leaders
- The tracking of termly pupil targets
- Analysis of Medium-Term Plans by the Subject Lead and Headteacher

All Teachers are observed at least once a year by the Headteacher and some of these observations are in Reading/Phonics. In the English focus year the Subject Lead will also observe lessons.

The Governor with responsibility for English is primarily responsible for monitoring the implementation of this policy.

18. Linked policies:

The Phonics Policy should be read in conjunction with the following school policies:

- English (Policy Number 1)
- Governors Curriculum Policy Statement (Policy Number 22)
- Examinations (Policy Number 36)
- Equal opportunities (Policy Number 38)
- Assisted and Augmented Communication (Policy Number 39)
- Marking and Homework (Policy Number 34)
- Early Years (Policy Number 27)
- PMLD (Policy Number 26)

Appendices:

Appendix 1 – Foundations for Assessment Phonics Tracker

Appendix 2 - Glossary

Appendix 1 Foundations for Phonics:

Foundations for Phonics Assessment Tracker

Pupils name:

1. Visual skills
2. Attention and listening skills
3. Environmental sounds
4. Instrumental sounds
5. Body percussion
6. Rhythm and Rhyme
7. Alliteration
8. Voice sounds
9. Oral Blending and Segmenting

E- Emerging

D- Developing

S- Secure

Mark E, D, S in the box with date

The assessment tool is to be used as and when a pupil shows emerging, developing or secure awareness of skill.

The pupil's class Teacher as well as phonics Teacher may need to add comment and complete some areas if appropriate.

Aspect 1: Visual skills	Date:						
I can follow a dangling object through 180 degrees.							
I can finger point accurately at a small object.							
I can search for a lost toy.							
I can complete a shape formboard.							
I can match two colours.							

Aspect 2: Attention and listening	Date:					
I can turn to look at stimuli/adult and hold gaze.						
I can show appropriate and balanced sitting.						

I can be quiet for short periods of time when listening in class.					
I can follow simple instructions.					

Aspect 3: Environmental sounds	Date:				
I can orientate to or locate a sound source.					
I can intentionally create sounds through objects, instruments, or reactive environments independently.					
I can use sounds in play and exploration.					
I can put environmental sounds into real context.					
I can explore and distinguish man-made sounds e.g. traffic, transport, people.					
I can use natural sounds to guess environment e.g. birds chirping in the park.					
I can guess animal sounds.					
I can imitate animal sounds.					

Aspect 4: Instrumental sounds	Date:				
I can orientate to or locate an instrumental sound source.					
I can intentionally create sounds through exploration of instruments.					
I can engage with instruments within play.					
I can manipulate the sound to create different noises.					
I can match sound and instrument.					
I can explore different sounds with the same instrument.					

Aspect 5: Body Percussion	Date:				
I can purposefully move my body to intentionally create sounds and explore reactive environments.					
I can use body percussions to a musical beat.					
I can explore fast/ slow body percussions.					
I can add body percussion to familiar stories.					
I can use body percussions to act out narrative e.g. sleeping and snoring.					

Aspect 6: Rhythm and Rhyme	Date:				
I can discriminate between different songs, rhymes and rhythms by showing a preference.					
I can add percussion and instrumental sounds to different familiar rhymes.					

I can adapt percussion and instrumental sounds-fast, slow, loud or quiet.						
I can learn new songs and rhymes with confidence.						
I can join in songs and rhymes with actions.						
I can sing familiar rhymes and songs from memory.						

Aspect 7: Alliteration	Date:					
I use different vocalisations in play and exploration.						
I can put sounds into stories.						
I can pronounce initial sounds correctly.						
I can repeat repetitive words within stories.						

Aspect 8: Voice Sounds	Date:					
I can imitate a small range of vocalisations and sounds during intensive interaction exchanges.						
I can use voice sounds to imitate everyday sounds.						
I can use voice sounds to imitate animal sounds.						

Aspect 9: Oral Blending and Segmenting	Date:					
I can select an object using oral blending.						
I can follow simple instructions using oral blending.						
I can blend phonemes orally to say words.						

Appendix 2 Glossary:

Phoneme

The smallest unit of sound. There are approximately 44 phonemes in English. Phonemes can be put together to make words.

Grapheme

A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

GPC

This is short for Grapheme Phoneme Correspondence. Knowing GPC means being able to match phoneme to a grapheme and vice versa.

Digraph

A grapheme containing two letters that make one sound (phoneme).

Trigraph

A grapheme containing three letters that make one sound (phoneme).

Oral Blending

This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

Blending

This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

Oral Segmenting

This is the act of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

Segmenting

This involves hearing a word, splitting it up into phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

