

Kingston St Mary C of E Primary School



Phonics & Reading Policy

INTENT

At Kingston St Mary C of E Primary School, we are committed to the delivery of excellence in the teaching of phonics and reading. We aim to develop each child so that they are able to read with fluency as well as develop an enjoyment of reading that will stay with them throughout their lives. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

OUR PRIMARY AIMS ARE:

- For every child to be a reader.
- To give children skills and strategies to decode words in order to enable them to become fluent and confident readers and writers.
- To develop a love of books including stories, poems, non-fiction and fiction texts.
- For children to become enthusiastic and motivated to read for pleasure.
- For children to understand what they have read.
- To promote confidence and positive attitudes to reading.
- For children to respond with curiosity about what they and others have read.
- To develop children's confidence in reading a wide variety of genres and text types.
- To develop children's knowledge of a wide range of authors and illustrators.
- By the end of Key Stage 1, we aim for children to have developed fluent reading (decoding) skills, comprehension skills and a secure foundation for spelling.

PHONICS












IMPLEMENTATION

At the Kingston St Mary Primary School, we will implement:

- A consistent, systematic high quality, whole school approach to teaching phonics which begins almost immediately as children enter Reception and is carried through until at least the point where children can read almost all words fluently and use the necessary skills to decode unfamiliar words.
- At Kingston St Mary C of E Primary School, we follow the Read Write Inc (RWI) phonics programme from Foundation Stage, through Key Stage 1, and into Key Stage 2 where needed.
- Daily, morning lessons to ensure phonics teaching is prioritised. Apart from their first six weeks of Reception, children are taught in small phonics groups following The Read Write Inc teaching schedule, as set out in the Read Write Inc Handbooks.
- Reception children will follow '**Making a Strong Start in Reception**' document'.
- Children are immersed in activities to learn new sounds, apply them to read words, practise letter formation and to build up a bank of tricky words.
- A clear progression through the programme so children are taught from the simple to the more complex grapheme phoneme correspondences and tricky words.
- Opportunities to review and revise learning daily, weekly and across terms and years is included in order to move learning into children's long-term memory.
- Planned opportunities throughout the curriculum to extend phonics teaching and learning beyond 'dedicated phonics time'. Consequently, learning is applied, reinforced and relevant connections are identified for the children.
- Teaching in ability groups across lower school and lower Key Stage 1. This ensures teaching is targeted so every child achieves at an appropriate pace.
- Ongoing formative assessment to ensure every child 'keeps up' with the phonics provision.
- Keep up sessions offering immediate additional practice for those children who are identified as not keeping up with their peers. Identified children will take part in regular, short intervention groups with a focus on pre-teaching and overlearning. This is aimed at building confidence and successfully retaining what they have learnt.

- Grapheme charts are displayed in classes to show the different graphemes that can be used to represent given phonemes. They are used (alongside desktop mats) to support the work undertaken during the specific phonics lessons and to support children to successfully apply their phonetic knowledge in their writing.
- Children will take home books to practise and celebrate what they have learnt at school. These 'Book Bag' books from the Read Write Inc Scheme are closely matched to the book they have read at school. We strongly believe in promoting a love of reading, so the children also choose a read together library book to take home to read or have read to them, for pleasure.
- Close monitoring of children making the slowest progress through:
 - Summative assessments (each half term)
 - Phonic screening check practice
 - Data analysis (each term following data check points)
 - Pupil progress meetings (each term following data check points)
 - Data analysis of the Year 1 Phonics Screening Check which is responded to with adjustments to planning and teaching.
 - Monitoring of teaching and learning to ensure phonics is of high quality and consistent across the school.
 - Regular staff training to develop subject knowledge, confidence and ensure phonics teaching and learning is consistent across Reception, Key Stage 1 and 2 (where necessary).

PROGRESSION THROUGH THE READ WRITE INC SCHEME - READ WRITE INC TEACHING SEQUENCE

Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words Once secure, read Set 3 sounds and matching Phonics Green Words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension

RECEPTION AND YEAR 1

Reception teachers are required to follow the 'Making a Strong Start in Reception' document.

At the beginning of Reception Class, children learn and revise the Set 1 sounds.

Set 1 - m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x,

'Special friends' - sh, th, ch, qu, ng, nk

Teachers will follow the plans set out in Handbook 1 (p40 – p49) and will refer to the table above.

Once children are secure in Set 1 sounds they move on to learning Set 2 sounds.

Set 2: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy

When the children know all Set 2 sounds speedily, they learn Set 3 sounds.

Set 3: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear

The children are assessed by the Reading Lead ever half term and the outcomes are used to organise them into phonics groups. This ensures they receive the correct challenge and support to progress on their reading journey.

From this assessment the children will then be placed in to the appropriate group.

Group A - Speed sounds

Group B – Speed sounds and children can move on to the sound blending books.

Group C - Paper ditties guided reading.

READ WRITE INC RED AND GREEN WORDS

Red Words are those words which contain spelling patterns that cannot be sounded out. Some of the most frequently used words in the English Language have an uncommon spelling pattern and don't sound like they look, for example, said sounds 'sed'. Red Words require learning by sight. These words are printed in red in the storybooks. Learning to read red words is a very important part of reading and one which parent can help with at home.

Green Words: Green Words are words that a child will be able to blend using the speed sounds they have learnt. A child will be able to read a book more easily if they practice reading these words first.

Once the children can read all single letter sounds and special friends speedily, they will then move on to scheme books: **RED, GREEN, PURPLE, PINK, ORANGE, YELLOW, BLUE & GREY** books.

Phonics will be taught using a blend of these teaching activities over a four-day teaching programme.

Activity Title	Purpose for Learning
Speed Sounds from Story Book	To practise reading the sounds in the story.
Story Green Words	To practise reading the Story green Words and learn the meanings of new words.
Speedy Green Words	To read the Speedy Green Words without sounding them out.
Red Word Cards	To read the Red Words speedily.
Partner Practise – Speed Sounds and Story Green Words	To help our partners read the sounds and the Story Green Words.
Story Introduction	To find out what is going to happen in the story.
First Read Children	To help our partners read every word in the story correctly.
Read Aloud- Teacher	To enjoy listening to the whole story.

Partner Practise – Speedy Green Words and Red Words	To help our partners read the Speedy Green Words and Red Words without Fred Talk.
Second Read – Children	To read the story more speedily without Fred Talk.
Think About the Story	To think about what is happening in the story.
Third Read - Children	To read the story in a storyteller’s voice.
Questions to Talk About	To find answers to questions in the book.
Writing Activities	
Hold a Sentence 1 and 2	To hold a sentence in our heads before writing it with correct spelling and punctuation.
Build a Sentence	To build a sentence speaking out loud.
Proofread	To correct spelling and punctuation errors.

FOUR DAY TIMETABLE FOR RWI

Day 1	Day 2	Day 3	Day 4
Speed sounds	Speed sounds	Speed sounds	Hold a Sentence – 1 and 2 Focus on handwriting and punctuation.
Speedy Green Words/ 1:1 – 1:7	Speedy Green Words/ 1:1 – 1:7	Partner Practise – Speedy Green Words and Red Words	
Speed Sounds from the Story Book	Red Word Cards	Third Read and Voice Choice – expression	
Story Green Words	Partner Practise – Speedy Green Words and Red Words		
Red Word Cards	Second Read - Children	Questions to Talk About	
Partner Practise – Speed Sounds and Story Green Words	Fred Fingers – Spelling Green Words	Questions to Read and Answer	
Story Vocabulary and Introduction			
First Read – Children			
Read Aloud – Teacher – focus on expression			

PARENTS AS PARTNERS

Research has also repeatedly shown that parental involvement in their child’s schooling is a more powerful force than other family background variables, such as social class, family size and level of parental education. We recognise and value the important role parents play in education as they know their child best. Consequently, we encourage parents to engage in an active partnership with the school. In the autumn term, parents have the opportunity to attend a phonics and reading workshop at school to gain further insight into how they are taught and how they can support their child. **Parents** are expected to read with their children daily and their comments are encouraged in the reading records. Children are rewarded linked to the number of times they have read.

Children will be sent home with a coloured book that has been read three times in class. The aim for this is so that the children can read this story very well because they have practised, and it is being sent home to show parents how well their child can read it. Another book (Book bag book) is also sent home to be read at least **three times if not more - once for accuracy, another for fluency and finally to understand the text.** ‘Phonics Reader’ for a week with the

intention of reading it daily to develop fluency, pace and prosody. Each book has a series of questions in the back for parents to discuss with the children.

IMPACT OF THE PHONICS SCHEME

ASSESSMENT

Teachers and practitioners continually assess children on a day-to-day basis. The Reading Lead will assess more formally every six to eight weeks, to ensure teaching is delivered at an appropriate level for progression. Our aim is for children to quickly become fluent readers with an understanding of what they read in line with RWI progression chart (see below) and to have completed this scheme by the end of year 2.

The Reading Lead assesses how children:

- Match graphemes and phonemes
- Blend to read
- Segment words to spell
- Read and write red words (those which do not follow phonic patterns)

By	Some Set 1 Sounds	Most Set 1 Sounds	Photocopy Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey
Rec Oct											
Rec Dec											
Rec Feb											
Rec Apr											
Rec May											
Rec Jul											
Yr 1 Oct											
Yr1 Dec											
Yr 1 Feb											
Yr1 Apr											
Yr 1 May											
Yr 1 Jul											
Yr 2 Oct											
Yr 2 Dec											

KEY STAGE 2

Reading at Kingston St Mary Primary School on completion of the RWI scheme, we will implement:

- A whole school approach that combines both reading pleasure and achievement for all.
- Story time, when the children are read aloud to a minimum of three times per week in every year group. This is for the children's enjoyment with the main aim of motivating them to read for pleasure. Texts will be ambitious for each year group with rich language to develop the children's vocabulary. Additionally, it will develop their knowledge and confidence to discuss a wide range of authors, illustrators, variety of text types and genres.
- Regular opportunities for children to read to adults in school.
- Every class will have a traffic light 'Readers List' containing the names of children requiring additional practice throughout the week.
- Adults in every class are aware that every second counts and if there is any spare time, they can access the list and read with the children.
- English planning that is linked, inspired and supported by high quality, engaging and relevant texts.

- In Year 2 and Key Stage 2, children take part in whole class guided reading lessons to develop fluency and comprehension skills.
- A supportive learning environment with engaging books in every classroom
- Close monitoring of children making the slowest progress through:
 - Data analysis (each term following data check points).
 - Pupil progress meetings (each term following data check points).
- Observations and Monitoring of the teaching and assessment to ensure reading is of high quality and consistent across the school.
- A range of regular events to engage pupils with the joy and wonder of a wide range of text types so they are confident, enthused and motivated to read for pleasure. Events include Book Buddies, Reading Fairs, World Book Day, visiting authors, and reading challenges.

THE POWER OF THE WHOLE CLASS READ

The whole class read, whether it's a longer novel or a picture book, is an essential part of the Primary school classroom. It is one very important way that we can model our enthusiasm for reading and for books and create magic and excitement around the special joy of reading a good book. With this aim, class teacher selects a range of high-quality text that are to be read over the course of the year. Children are read to three times per week. This is something that they really enjoy whilst exposing them to a variety of vocabulary and genres. It also engages the children's interest, giving them the opportunity to explore books that they may not have already been familiar with.

READING COMPREHENSION

Once the children have completed the RWI Phonics scheme they will move on to reading comprehension. At Kingston St May Primary School, we use Twinkl's Totally Pawsome resources as they exemplify the recommended approach by facilitating the application of a range of comprehension skills simultaneously. Aligned with DfE standards and the 2023 DfE Reading Framework update, these flexible resources contain powerful prompts for meaningful discussions across various learning scenarios whilst engaging students with the lovable dog resources, it makes learning enjoyable and effective, fostering a love for reading and comprehension.

COMPREHENSION IN YEARS 3 & 4

This is taught 4x per week with the class teacher, including using the Pawsome Gang. Children are taught to answer questions using a range of techniques which helps them give depth to their answers as well as demonstrating their knowledge and understanding of the text.

COMPREHENSION IN YEARS 5 & 6

This is taught weekly by the class teacher, including using the Pawsome Gang and independent tasks are set around the class reader. These are a range of activities to assess their understanding of what has been read and to show their overall comprehension of the book.

PERSONAL READING IN KS2

Children are expected to read at least 4 times a week. Those children who struggle to maintain this, are given daily targets to help them.

Children must record what they have written in their contact books, which are checked on a weekly basis. Parents are expected to sign these in order for there to be continuity and consistency between home and school.

CLASS LIBRARY

Our school allow children to immerse themselves in the wonderful world of books. It is stocked with an attractive range of fiction and non-fiction to support every ability and reading choice and encompass the latest reading trends and classic texts that should be part of every child's primary school experience.

REWARDS

'Reader of the week' certificates are given during our celebration assembly. They reward progression, effort or attainment. Children in year 1 and 2 receive a drink and a biscuit on a Friday after having read x4 per week.

READING EVENTS

We celebrate reading together throughout the year by taking part in both school based (Surprise Reader, Class Buddy Readers, reading to children from the local Nursery) and local and national reading initiatives, including the National Poetry Day, World Book Day, author visits, book swaps, extreme reading challenges and book fairs.

Playtime reading boxes are taken outside at break and lunch for children to enjoy.

WHOLE SCHOOL IMPACT

PHONICS ASSESSMENT

ASSESSMENT FOR LEARNING:

- Daily within class to identify children needing Keep-up support
- Weekly in the Review lesson to assess gaps, address these immediate and secure fluency of GPCs, words and spellings.

SUMMATIVE ASSESSMENT:

- 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 Reading Lead and scrutinised through the RWI Assessment process to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

READING ASSESSMENT

- Children are assessed using a variety of summative methods including NFER termly tests and practise SATS papers.
- In addition, evidence from Guided Reading sessions (comprehension folders /Contact books) is used to formatively assess children.

Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards reading and understanding of the key concepts. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.