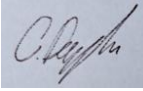



Signed CoG: 	Name: Chris Douglas	Date: 12/05/2023
Signed Head: 	Name: Anna Martin	Date: 12/05/2023
Ratified (date): T5 2022.23		Next review: T5 2024.25



CHRIST CHURCH C of E VC INFANT SCHOOL READING and PHONICS POLICY

INTENT

At CCI we aim to inspire a love of and for books. We share stories across the school, building much of our learning from stories that we share. We value a variety of reading skills including the use of phonics, development of fluency and extended vocabulary and comprehension skills including inference. Children come into our school with a variety of preschool reading experiences and a wide range of acquired skills – we aim to ensure that all children are able to progress from their own starting point to a point where they are ready to move to junior school able to access the whole curriculum due to their level of independent reading.

We work closely with the children to develop their understanding of synthetic phonics, which supports them decoding and blending words to enable them to read. We use a DfE validated phonics scheme (Bug Club Phonics) which enables us to closely monitor the consistency of progress across the school and allows children to build on blocks of learning from Reception to Year 2.

As a school we ensure that all staff are well trained to meet the needs of our children – staff training is available for all staff in the school who work with children to learn to read. This CPD is delivered in the form of regular staff meetings, organised training sessions from the Reading Lead and INSET time devoted to teaching phonics and/or reading. We ensure that all staff are up to date in their training and that the Reading Lead is available to support any new members of staff who join our team. This ensures that we work closely together to ensure the best provision for our children.

IMPLEMENTATION

We use **Bug Club Phonics** to teach phonics and some elements of SPaG (Spelling, Punctuation and Grammar – taught in Yr 2) across the school. Bug Club Phonics meets 100% of the DfE criteria for teaching systematic synthetic phonics and provides everything needed to help children succeed in early reading. It combines an online reading world with eBooks, interactive assessment games and teaching resources with a systematic method of teaching sounds, building words, and learning how to read and write those words.

Bug Club Phonics provides a solid foundation for all children using the systemic synthetic phonic approach. It has been shown to give the best foundation in reading for all children regardless of social and economic background. Phonics Bug keeps children working as a class, boosting the performance of children progressing more steadily, when they are additionally supported outside of the whole class sessions – something we ensure we are incorporating in our teaching across the school.

Through frequent assessment Bug Club ensures that children are being supported closely by their teacher as they learn to read. This program also



allows us as a school to support home reading and phonics practice by highlighting areas for development for children online so that these can be worked on at home through reading books and playing games.

Children are taught phonics in the following phases:

Phase 1	<ul style="list-style-type: none"> Listening to and for sounds. Rhythm and rhyme Alliteration
Phase 2	<ul style="list-style-type: none"> Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss Tricky words: the, to, go, no,
Phase 3	<ul style="list-style-type: none"> Sounds taught: j, v, w, x, y, z, zz, qu ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	<ul style="list-style-type: none"> Recap all previous sounds. Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
Phase 5	<ul style="list-style-type: none"> Learn new phoneme zh Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh
Phase 6	<ul style="list-style-type: none"> Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es Understand the rules for adding ing, ed, er, est, ful, ly, y Investigate how adding suffixes and prefixes changes words Introduce the past tense
<p>Glossary. Phoneme- the smallest unit of speech-sounds which make up a word. Grapheme- the written representation of sounds. Tricky word- word which can't be sounded out Keywords- high frequency words vc word- vowel consonant word (it, as) cvc word- word made up of a consonant, vowel, consonant (cat, dog) Initial sound- first sound in word</p>	

Usually, children work on phase 1 when they are in nursery school. At CCI we usually begin with phase 2 in EYFS, working through to phase 4. In Year 1 we move onto phase 5 after recapping the previous phases and then we then move onto phase 6 in Year 2. Year 2 children then focus on learning Spelling, Punctuation and Grammar. All children work through these phases at different rates, and we support each child with their individual journey.

What does reading look like at CCI?

EYFS	
Phonics	Phonics is taught each day - This is an opportunity for children to practise phoneme / grapheme correspondence, learn new sounds and revisit and use those sound they have already learnt.
Reading (Individually or in small groups)	Children have the opportunity to work alongside adults in their class each week to practise reading skills – staff really enjoy sharing books with children and seeing their progress.
Whole class shared stories	We have 2 dedicated sessions of 15 minutes a day when classes are encouraged to share a story - discussing the events, language in the book and modelling reading skills.
Continuous Provision – inside and outside	Each classroom has a book corner where children are encouraged to enjoy books, magazines, and non-fiction texts independently or with friends. These books can inspire play or develop ideas for writing. There are books to support learning across the classroom and the outside space.
Home Reading	A vital part of supporting children to become fluent readers is reading with them regularly at home. We ask parents to read 5

	times a week at home to support their child.
Library	All EYFS classes have a timetabled session in the library each week and this allows them to explore both fiction and non-fiction books, both as a class and with friends. This is part of developing a love for books that as school we so value. Children are also encouraged to use the library at other points in the week to support their learning / to answer questions that they may have asked.

Year 1	
Phonics	Phonics is taught each day – This is an opportunity to build on the skill learnt in EYFS. Revisiting sounds and also introducing further sounds. Children are taught that there are alternative ways of making some sounds and how these are represented in words. Children are prepared throughout the year for their phonic screening, a national assessment they have at the end of Year 1.
Active reading Sessions	Children have active reading each day, when they explore reading skills such as prediction, intonation, and early inference. We read with a group of children each day – focusing on one key skill each week. We ensure that children have the opportunity to develop their love of reading through these sessions too as they can read a variety of books, making time to share a book that they love.
Whole class reading	We have 2 x 15-minute sessions each day for whole class story sharing, Children are able to nominate books to share as a class – teachers model reading and discuss the texts they are sharing.
Independent reading opportunities	Each class has a reading corner where children can choose to share a book or read quietly to themselves. Children are encouraged to develop an understanding of their favourite types of books.
Reading at home	A vital part of supporting your child to become a fluent reader is reading with them regularly at home. We ask parents to read 5 times a week at home to support their child.
Library	All classes have a timetabled session in the library each week and this allows them to explore both fiction and non-fiction books. Children are also encouraged to visit the library at other times to support their learning and find out information for their enquiry work.

Year 2	
Phonics / SPaG (Spelling, Punctuation and Grammar)	SPaG sessions give the children an opportunity to revisit phonic skills learnt in Yr 1 and recognise different spellings patterns in words, supporting their reading skills.
Active Reading Sessions	Children have active reading each day, when they explore reading skills such as prediction, intonation, and early inference. We read with a group of children each day – focusing on one reading skill each week. Children are encouraged to develop their comprehension and inference skills through discussion about texts and question answering after reading.
Whole class reading	We have 2 x 15-minute sessions each day for whole class story sharing, Children are able to nominate books to share as a class – teachers model reading and discuss the texts they are sharing.
Independent reading opportunities	Each class has a reading corner where children can choose to share a book or read quietly to themselves. Children are encouraged to develop an understanding of their favourite types

	of books.
Reading at home	A vital part of supporting your child to become a fluent reader is reading with them regularly at home. We ask parents to read 5 times a week at home to support their child.
Library	All classes have a timetabled session in the library each week and this allows them to explore both fiction and non-fiction books. Children are also encouraged to visit the library at other times to support their learning and find out information for their enquiry work.

Targeted Support at CCI is used when a child's assessment identifies gaps in either their phonics or their understanding of texts being read. The support offered in these circumstances varies depending on the need of each child but would be expected to be in the form of;

- Weekly or daily interventions, individually or in groups
- Daily reading with the class teacher or with our reading assistants
- Speech and language support
- Overlearning of sounds and / or words
- Focus on understanding language
- Revisiting well known tales to support comprehension

IMPACT

Phonics - Progress is monitored very closely, with the program suggesting that children who are not secure in sounds taught are quickly targeted with support to ensure that they are keeping up their peers. Each time children learn a new set of sounds – these are often taught in sets of 4 – they are assessed to ensure that they are recognising those sounds and then that they are also able to write those sounds.

Year 1 Phonic Screening - Children are assessed using both real and fake words though out their time learning phonics in our school. This makes both types of words a usual part of their learning, building their skills ready for the phonic screening that takes place at the end of the Year 1. This screening then fits into our usual practise and does not feel out of place for the children. These screenings are usually carried out in June each year and children have the opportunity to read a number of words to their teacher in a quiet space in the school.

Reading - Progress is monitored closely across the year, through group and individual reading. We consider not only the fluency of children's reading but also their understanding of what is being read, which we monitor through a mixture of literal and inferential questions. Children all develop their reading skills at different rates and need different areas of support as they move through their reading journey.

All children move through our coloured reading scheme as they become more confident readers and this aids our assessment of reading, ensuring that children have their own individual next steps and promoting progress and continued interest and enjoyment in reading.

We value children's enjoyment of reading, and this is monitored through pupil conferencing as well as observation of children enjoying books.

Reviewed in Term 5 2022/23

Agreed by Governors: Term 5 2022.23

Next review: Term 5 2024/25