



READING POLICY

Lakenheath Community Primary School



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Head Teacher's Signature	
Chair of Governors' Signature	

Document Change History

Version	Date	Change Details
1	December 2019	New Policy
2	December 2020	Amendment to section 2 to include Flying with Phonics in KS1.
3	March 2022	Content review, minor amendments and links to Myland added.
4	July 2023	Content review with various amendments.

1. Introduction – What is phonics?

This is the knowledge of how alphabetic sounds work and how these sounds are combined to correspond to the spoken word. - It includes the skills of blending for reading and segmentation for spelling. Blending is the skill of building words by merging phonemes together – this is used when reading words. Segmentation is breaking down a word into its component phonemes –this is used when spelling words.

A phoneme is the smallest unit of sound in a word. It is generally accepted that there are 44 different phonemes in the English language. In phonics the children are taught each of these phonemes and the alternative graphemes (different ways of writing) these phonemes. A grapheme is the written symbol of a phoneme. Some phonemes are written with two letters - these are called digraphs and some phonemes are written with three letters – these are called trigraphs. Split digraphs are two letters that make one sound, but the letters are not adjacent in a word (they are split by another letter). High frequency words (tricky words or super power words) are words which children are unable to read using their phonic knowledge. These are taught as a whole word. For example: the, said, went, people, could

2. Phonics in EYFS and KS1

Daily phonics sessions start in Early Years and continue until the end of Year 2, using the *Little Wandle Scheme*. The majority of children should be confident readers and have completed the phonics programme as set out in *Little Wandle (achieving Phase 5)*. All phonics in the EYFS and KS1 is taught following the *Little Wandle document*.

Phonemes are taught in a specific order and Children are introduced to the key phonics terminology (as set out above) including phoneme, digraph and split digraph.

Daily discrete sessions in EYFS and KS1 follow the 'sequence of teaching' set out in *Letters and Sounds; Introduction, Revisit/review, Teach, Practise, Apply and Assess learning against criteria*. High frequency words (tricky words or super power words) are taught as set out in *Letters and Sounds*. These are words that are taught as a whole word as the children will not be able to use their phonic knowledge to read these words. During teaching pupils are seated where they can clearly see the adult's mouth in order to learn the correct pronunciation of sounds. Children are taught that the number of graphemes in a word corresponds to the number of phonemes. This greatly aids spelling.

Phoneme buttons are used in phonics teaching to illustrate this. Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in meaningful contexts. All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words. All phonics sessions are taught as a whole class and activities differentiated to match the various abilities within the class, including challenges for the more able pupils. Teaching assistants are used within the daily phonics sessions to support pupils in their phonics activities and in helping the teacher to assess the pupil's phonic abilities. Children in need of intervention will be identified and extra sessions will be provided for them outside the daily timetabled phonics session.

3. Phonics in KS2

The children in KS2 have phonics sessions as an intervention delivered by teaching assistants and tracked by the class teacher. Pupils will be identified as needing phonics intervention through assessment of their reading, writing and spelling as well as from their KS1 phonics assessments. Phonics sessions in KS2 will follow all the principles and practices as set out above and in *Little Wandle Scheme*.

4. Reading

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

From Foundation Stage up to Year 6, children have the opportunity to read 1:1 with an adult, with there being a particular focus on questioning to promote an in-depth understanding of the text. Reading occurs every day from EYFS up to year 6. KS2 and KS1 have Everyone Reading in Class (ERIC) sessions that occur for 15/20 minutes every day. During this time, adults in the classroom will have opportunities to read with individuals.

5. Class reading

Teachers model reading strategies during shared reading sessions and in other subject areas, whilst children have the opportunity to develop their own reading strategies and to discuss texts in detail during guided reading time. Questions progress from literal to inferential as the children move up through the school. In EYFS children begin with wordless books to develop their imagination and storytelling skills. When they are confident with some of the letter sounds they will be given a book with words. These always match the phonics phase the children are working on. In KS1, children take home a book which is appropriate to their level of ability. In KS1 Children's books that go home are changed weekly. Additionally, linked to our Phonics scheme, children read three times each week in class. In EYFS children's books are changed twice a week. From Year 2 the Accelerated Reader Scheme is used to assess and monitor children's progress in reading. Children have a daily opportunity to complete quizzes on the books they complete and to select new reading material when necessary. Each child's progress is reviewed every half term. Each child has a book bag and a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. As children progress through the school, they become more independent in recording what they have read in their reading records which parents can just sign without hearing them read. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

6. Library

At Lakenheath the children have access to a library.

The library is designed:

- To support the effective delivery of the whole curriculum.
- To foster and develop the children's pleasure and interest in books.
- To promote independent learning.
- To encourage children to respect and value books and reading.
- To give children access to a wide range of fiction and non-fiction texts.
- To assist them to acquire and develop information handling skills.
- To provide a resource base for teachers.
- To provide children with good quality books that are ideally no more than ten years old. Books will be relevant to the curriculum and the reading abilities of all children. They will reflect positive images in terms of race, gender and disability.

At Lakenheath the Library is situated in a separate building mid-way between KS1 and KS2 making it an ideal location for easy access for all children. The Library has separate areas for fiction and non-fiction books. Fiction books are separated into two sections. Easier picture books are identifiable in that they are displayed on large open shelving in a clearly designated area; more challenging books are kept alphabetically by author.

7. Accelerated reading

AR is a national reading programme designed to monitor, encourage and facilitate reading for pleasure. The programme has two components: S.T.A.R. reading assessments and accelerated reader quizzes.

S.T.A.R. reading assessments are taken at least three times a year by all pupils from years 2-6. It is an online assessment, which takes approximately 30 minutes. We use it to generate valuable information about the pupils reading ability such as: their reading age.

AR quizzes are completed by pupils after they have finished a book, they are a comprehension-style quiz assessing what the pupils remember about the book they have read. Teachers check pupil data weekly, to ensure that quizzes are being completed and that pupils are achieving a minimum of 80% in every quiz.

8. Approaches to writing

We aim to develop the children's ability to produce well structured, detailed writing whereby the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum. To support our teaching of writing, teachers use the schemes of work and teaching approaches provided by the Power of Reading or the Literacy Curriculum. Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions; applying their taught skills to an unsupported piece of writing. Currently in EYFS the children use 'Flying with Phonics' to help develop pre-cursive letter formation. In KS1, handwriting is linked to Little Wandle and in KS2 we continue to practise this style of handwriting to help children develop fluent, clear and legible, joined up writing.

9. Power of reading

Lakenheath Community Primary School mainly uses 'Power of reading' supplemented with the Literacy Curriculum to promote a love of literature. It focuses on using high quality children's texts and provides creative teaching approaches to engage children in the literacy curriculum. This supports teachers to nurture a whole school love of reading and writing. As well as this, we create an ethos of reading for pleasure and understand the importance of reading aloud and creating the right reading environment. As a school, teachers provide storytelling and drama opportunities as well as time for exploring the development of language and narrative; developing fictional narratives; reading skills and strategies; exploring non-fiction and the importance of poetry.



The project offers multi-layered professional development, drawing on the Centre for Literacy in Primary Education's (CLPE's) highly regarded classroom-based research and experience of working with teachers. The Power of Reading project combines the use of outstanding books for teachers and children with an approach to teaching the English curriculum that is creative, engaging and develops a love of literacy.

