

BUSHBURY HILL PRIMARY SCHOOL



EARLY READING POLICY



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Bushbury Hill Primary School

Phonic and Early Reading Policy

Intent

At Bushbury Hill Primary we are proud to offer the pupils a text rich learning environment where imagination and creativity can be fuelled. Our shared vision is that every child learns to read quickly and continues to read – widely and often.

All staff understand that reading is an essential skill to enable pupils to fully access the curriculum, giving them firm foundations for future learning. Through our phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as confident readers who have a love of books.

To achieve this, we ensure that:

- a Synthetic Phonics programme is delivered
- reading is prioritised to allow pupils to access the full curriculum offer
- a rigorous, sequential approach to the reading curriculum develops pupils' fluency, confidence, and enjoyment in reading
- at all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils
- at the early stages of learning to read, reading materials are matched to the learners' phonics

Implementation

Monster Phonics

At Bushbury Hill Primary, we use 'Monster Phonics' as our structured, synthetic phonics programme. It facilitates learning by using monsters to group graphemes for recall and act as an easy and fun memory cue for children. It also uses colour-coding to highlight the grapheme when teaching a new grapheme. Once taught and secure, the colour is removed. Monster Phonics matches the Reception EYFS framework and KS1 Spelling Curriculum. It progresses from simple to more complex phonic knowledge and skills, building on prior knowledge.

In Monster Phonics children:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they have read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

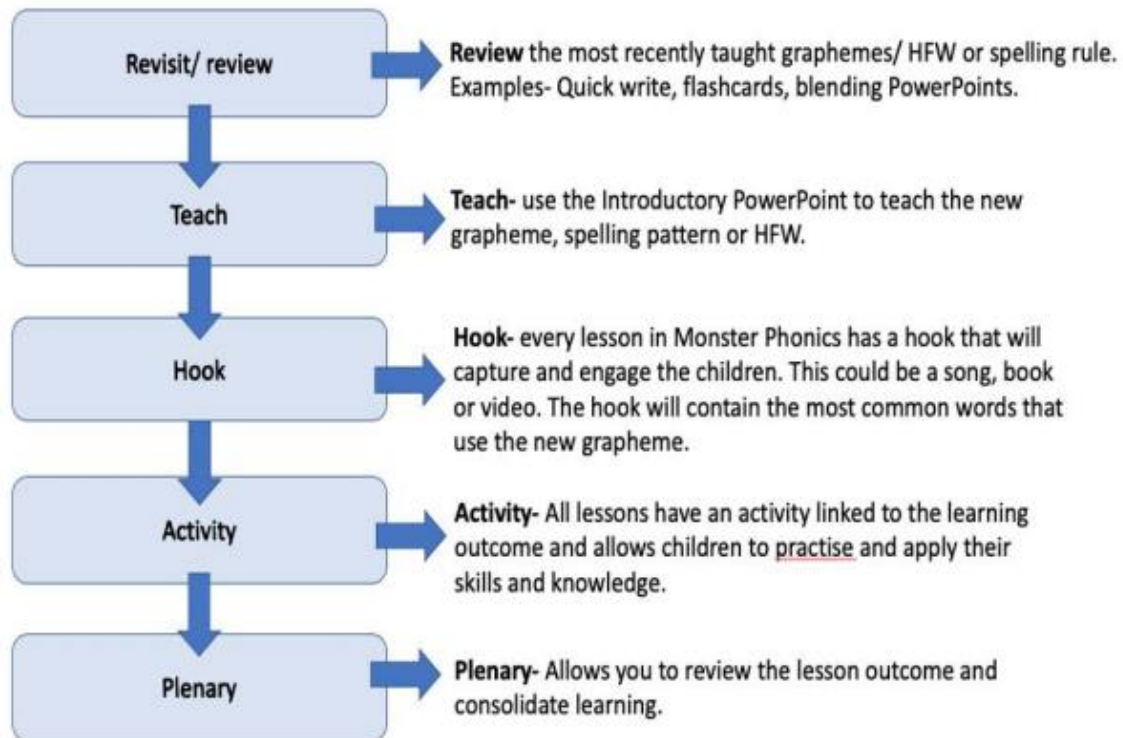
Monster Phonics is taught using a whole-class approach for children in Reception and Key Stage 1. Lessons are delivered daily by trained teaching staff and last around 20–30-minutes.

Monster Phonics uses a five-part lesson structure in KS1 which ensures children become familiar with the format of the sessions, allowing the entirety of lesson time to be focused on teaching and learning and not transitioning

between activities. In Reception, the plenary review and assessment of Learning Objectives takes place throughout the lesson, rather at the end.

For children in KS2 who still require Phonic invention, we have a Phonics Tutor who works every morning Mon-Thurs either 1:1 or within small groups to deliver phonic interventions to support them on their reading journey. They are assessed every 10 weeks to monitor their progress.

Monster Phonics Teaching Sequence:



Planning

Teacher generated planning is minimised as lesson plans are available to download on the log-in area of the Monster Phonics Website. The planning clearly shows the five-part lesson structure in a weekly planning grid. This is editable so that teachers can adapt to their cohort's needs. In addition to the downloadable plans, there is an online programme, where every lesson has been preloaded with the resources needed to teach and each section is numbered for ease of use.

Phonics in Nursery

In Nursery, we provide a balance of adult-led and child-led experiences for all children.

These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including phonological awareness and the key skills of oral blending.
- 'Robot talk' is used throughout the day to reinforce oral blending.
- attention to high-quality language.

This phase paves the way for pupils to begin the Monster Phonics in Reception.

Phonics in Reception

Phonics teaching begins for all Reception children soon after they start school in September, normally week 3 of the Autumn term, once the statutory baseline assessments have been completed.

Contribution to teaching in other areas:

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode and read fluently is essential.

SEN

SEN pupils, including SEN children from our Rainbow room, are fully involved in Monster Phonics. Rainbow room children are taught in groups based on their ability and teaching is geared to the speed of progress of each group.

Assessment and Recording

Children are assessed throughout every lesson, by both the Teacher and LSA. They assess how children:

- ❖ read the graphemes
- ❖ decode and read the focus words
- ❖ Segment for spelling
- ❖ read the high frequency/common exception words

Same day interventions are used to help children who did not secure the sound in the lesson keep up are usually done after the lesson or in the afternoon.

There is a clear assessment schedule set out within the Monster Phonics Overview. These assessments are carried out by the class teacher and monitored/reviewed by the Early Reading Lead. Any children not making the expected progress are identified and one to one interventions are put in place 4 times a week to help lower ability children keep up.

In addition, Class teachers and LSAs will hold professional conversations to discuss children's progress and any concerns they may have with a child within their class. Any major concerns or issues will be discussed with the Early Reading Leader.

Monitoring and Review

The Early Reading Leader will:

- 'Drop in' during Monster Phonic sessions to ensure the Non-Negotiables are being followed to ensure consistency across Reception, Year 1 and Year 2. This also gives the reading lead an opportunity to informally check pupil engagement and the quality of first wave teaching.
- Offer coaching/ CPD to staff and where necessary model lessons.
- Review assessments carried out by class teachers and carryout spot checks during assessment weeks.
- Review data from assessments and ensure that interventions are in place where needed.
- 'Drop in' to interventions to check the quality of interventions.
- Liaise with the head teacher regarding class progress and other pertinent matters
- Ensures staff have adequate level of training in place - this may be formal or informal
- Audit resources regularly, ordering any new ones when required.
- Ensure staff have access to the correct planning and resources for their class

Resources

As listed in the Monster Phonics planning.

Ensuring reading for pleasure

‘Reading for pleasure is the single most important indicator of a child’s success.’ (OECD 2002)

‘The will influences the skill and vice versa.’ (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully from our reading spine of high-quality texts and books we feel our classes would enjoy exposing them to a wide range of genres.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery and Reception, children have access to the reading corner every day in child initiated play and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is made available for classes to use. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Supporting reading at home

Within Reception, Year 1 and Year 2, children read Monster Phonics books matched to their phonic knowledge and fluency. These books are read in small group guided reading sessions 3 times a week. The three sessions focus on the key reading skills; book talk and decoding, developing fluency and prosody and lastly comprehension. After the books has been read three times in school, they are then allocated to the child using the Monster Phonics eBook website allowing children to consolidate their learning at home.

The teaching of phonics is accomplished through the Monster Phonics scheme. (See phonics approach above). Every child in Reception and KS1 will have a selection of books to take home to develop the different skills for their level. This will comprise of:-

1. A levelled reading book (available online via the eBooks website)
2. A supplementary Rainbow Reading book (yr 1 & 2 only)
3. A lending library book (fiction, non-fiction and poetry) of their choice. This is a book that aims to develop language acquisition and comprehension whilst continuing to develop a love of reading.

All parents of Reception and Year 1 children are invited to year group specific phonic workshops that are led by the class teachers/Early Reading lead and also regular read and stay sessions. These provide parents with ideas to help them support their children with reading at home.

Impact

Assessing and tracking progress

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

Assessment for learning is used:

- daily within class to identify children needing Keep-up support

Summative assessment is used:

- in line with the monster phonics overview, and is used to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the intervention support that they need.

Feedback and next steps are made clear to all staff who support reading and this information is used to ensure that every child reads books that are matched to their phonic knowledge, allowing their everyday reading to be tailored to their learning needs.

Statutory assessment -National Phonics Screening

All Y1 pupils sit a national phonics screening check which is carried out in June each year. Pupils who do not attain the national standard will continue RWI and repeat the screening in Year 2. This is to ensure that pupils have secured a secure foundation on which to build their reading skills.

Staff CPD and monitoring

All staff receive regular training in early reading and phonics to ensure everyone has up to date knowledge of how best to support children in early reading and phonics. The delivery of Monster Phonics lessons will be monitored by the Early Reading Lead through drop in observations, book/work scrutiny, pupil voice as well as learning walks. Pupil attainment and progress will be monitored by the head teacher at termly pupil progress meetings with class teachers and relevant members of SLT. Data will be analysed at cohort, class and pupil level by the Early Reading Lead.

Responsibilities

It is the responsibility of the Reading Leaders to:

- Ensure interventions are in place for children who need them
- Monitor and observe the quality of phonics teaching
- 'Drop in' on Monster Phonic sessions to coach and support teaching
- 'Drop in' during Monster Phonic Guided reading sessions to give advice on teaching and to informally check that pupils are in the correct groups.
- Offer coaching sessions to staff to ensure the set routines in the handbook are being followed correctly and where necessary model lessons/ interventions
- Liaise with the head teacher regarding pupil/cohort progression and other pertinent matters
- Organise training for staff to improve practise and keep up to date
- Audit resources, ordering any new ones required.
- Ensure staff have access to the correct planning for their group (provided by the handbook)

This policy is monitored by the governing body and will be reviewed biannually, or before if necessary.