

Beech Hill School

Phonics Policy



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Updated by: Danielle Freeman, September 2023

Review Date: September 2024

## Intent

At Beech Hill, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that reading is key for academic success and progress in a number of curriculum areas, therefore we provide our pupils with the skills and confidence to deal with printed language from a very early age. We provide children with a structured scheme - Read, Write, Inc., that will lead to children becoming fluent readers so that at the end of their primary education with us, they are able to read a wide variety of texts easily.

As we hold reading for pleasure at the heart of reading, we ensure children develop a real love and thirst for reading a range of genres by providing them with a Read, Write, Inc. story book which they are reading in class, a Read, Write, Inc. story book bag book and a reading for pleasure book. The two Read, Write, Inc. books sent home match the individual child's phonic ability in order for them to practice at home what they have learnt in school, building on their confidence and fluency as readers.

## Aims

Right from nursery, we put phonics and reading at the heart of everything we do as we believe it is a crucial part of our pupils' education.

Our aims:

- Ensure that phonics has a very high profile in school. Develop positive attitudes towards phonics to ensure reading is an enjoyable and positive experience for all of our pupils.
- Ensure phonics is placed at the centre of our Early Years and KS1 curriculum planning and development as well as for those children who need extra support in phonics further up in school.
- Teach our children a range of phonics strategies so they can tackle reading problems and apply them to the wider curriculum.
- Involve, engage and update parents on their child's progress via home-school reading communications and parent workshops.
- Upskill staff by providing them with regular training.
- Ensure all staff are up to date with school policies and procedures.

- Monitor and assess phonics every half term to ensure that children are placed in the correct Read, Write, Inc. group to support their individual reading ability.

### Implementation:

#### Planning, Teaching and Learning

At Beech Hill, phonics is placed at the forefront of our Early Years and Key Stage 1 curriculum planning and design. Read, Write, Inc. teachers follow the scheme to plan daily lessons to explicitly teach children the key phonics skills. They ensure that they then feedback to the child's class teacher to discuss further intervention support and provide feedback to their parents.

Mrs Freeman, our RWI leader for Lower School, ensures that all children accessing RWI are placed in the correct group and the group leader is following and delivering the correct plans when teaching. Mrs Freeman will regularly conduct observations of staff delivering RWI and check books to ensure learning is suitable and on track. The children are placed in phonics groups to suit their reading ability and to create smaller groups for more focused teaching. The groups are typically mixed within year groups.

All staff follow the plans from the schemes and all children are re-assessed at the end of each half term to adjust groups if necessary. The RWI and RWI book bag books children take home are in line with the RWI we use, so every child is a confident reader at home too as they practise the sounds they have already learnt at school.

#### STAR Reader and Accelerated Reader

Some children in Year 1 progress at a rapid pace in phonics and therefore we provide these children with the opportunity to access Accelerated Reader alongside our Read, Write, Inc. scheme. The STAR Reader assessment provides information on a pupil's overall reading ability and suggests a range of book levels for each student called the 'zone of proximal development' or ZPD. By doing this, teachers are reassured that children are reading books at the correct level, with a suitable amount of challenge which ultimately helps raise standards in reading. Pupils take the STAR Reading test at

the end of every half term as a way of assessing reading and ensuring they are moving up ZPD ranges.

### Individual Reading

At Beech Hill, we endeavour to listen to all our pupils read at least once a week. In some cases, they will read more often to an adult, particularly to support our disadvantaged pupils. Children will read and discuss their Read, Write, Inc. group or book bag book with their teacher or teaching assistant and this will be recorded in home-school reading records along with a positive comment to motivate children and sometimes a constructive next step. Children who are using Read, Write, Inc. scheme will take home a book which reflects the sounds they already know and the book which they are learning within their RWI group that week. All children will read in their phonics group on a daily basis with their RWI teacher.

### Inclusion

Teachers ensure children who have additional needs in reading, have access to the resources and scaffolding they need as per their Individual Educational Plan (IEP), in order to succeed in reading. We also plan challenges for our abler pupils to help deepen their understanding and stretch them further. We set RWI according to ability. Children who still need support to read and are using phonics to help with this, have intervention in their class using RWI resources.

## Reading for Pleasure

### The Reading Environment

All classrooms in lower school and EYFS have inviting and engaging book corners. They offer a wide range of categories of reading materials.

The reading corners aim to:

- Provide a central location for classroom reading resources

- Help each child learn about books and the pleasure of reading
- Provide opportunities for independent reading and curricular extension
- Serve as a place where each child can talk about and interact with books

### Key Text Libraries

Staff have collectively put together a selection of core books for each year group, with the aim to create a living library inside a child's mind and to promote a love of reading. Children are exposed to a range of texts and this is built on as they progress through year groups so they become familiar with a wide range of texts. The texts are shared through story time as well as in English lessons and lessons across the wider curriculum. Throughout school, story time is also implemented into the daily timetable. Teachers and support staff read to the children and model the use of intonation and expression; this helps to extend children's vocabulary and comprehension, as well as support their writing.

### Repeated Text Libraries in Nursery - Year 2

The books will be read again and again. They have been picked to ensure a coverage of a variety of genres, including fairy tales and poetry. The other texts have been specifically chosen because they have rich vocabulary, are written by a famous author, teach diversity or are recommended books from the Pie Corbett Reading Spine.

### Borrow a Bedtime Story Scheme

Children in KS1 and EYFS use the 'Borrow a Bedtime Story Scheme' to help promote reading for pleasure. Children pick a library book of their choice to share with families once a week or fortnightly. These are engaging picture stories and traditional tales, beyond their reading ability and is in addition to their reading books. This allows children to read and share texts that they would not normally get the opportunity to read under the Accelerated Reader level or RWI book level. The scheme not only promotes sharing books with families but it also allows all children to develop a love for books. Parents are given information leaflets to help support reading for enjoyment at home.

## Impact

### Assessment and Feedback

At Beech Hill, we believe that prompt assessment and feedback is essential to accelerating progress. We use assessments provided by RWI to assess pupil's phonics each half term. These are forwarded to the RWI leader/ year group leader and the groupings discussed. Completing these assessments enables teachers to identify gaps in learning and plan interventions to help accelerate progress. Children who are identified as falling behind their peers receive 1:1 support in the form of short and snappy speed sound sessions, delivered either by the class teacher or teaching assistant.

### Year 1 Phonics Check

At the end of Year 1 (June), children sit a phonics screening check to test their phonic knowledge and understanding. This is conducted by year 1 class teachers who have received suitable training. The children who score low on the check, even if passed, will still be integrated into the RWI scheme in the following academic year. Any children who do not pass the check will resit it in June in Year 2. Any children who re-take it and do not pass will continue to receive RWI intervention and support until they are competent at reading, typically a case study will have been produced to investigate why they have not passed and additional measures of support will be put into place.