



## Phonics and Early Reading Policy

At St Bernadette Catholic Primary School, we:

- Use a balanced and engaging approach to developing reading which teaches both decoding and reading comprehension skills
- Encourage children to become enthusiastic and reflective readers through contact with challenging, high-quality and lengthy texts.

### **Intent**

#### **Phonics (reading and spelling)**

At St Bernadette Catholic Primary School, we believe that all our children can become fluent readers and writers. This is why Monster Phonics, a systematic synthetic phonics programme, is used throughout the school. The children become familiar with the characters in Pre-School so that we can start teaching phonics as soon as the children enter Reception. We follow the Monster Phonics progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

The Monster Phonics scheme follows children through KS1, with the aim of all children leaving Year two on Phase 6 of the programme, reading and writing effectively. Phonics is taught daily in EYFS and KS1 in discrete sessions and is also fed through all English lessons. Reading and writing across the curriculum plays a key part in our curriculum intent and children will be encouraged and expected to apply their phonic knowledge in all areas.

### **Comprehension**

From Y2-Y6 children are taught reading three times a week in structured reading comprehension lessons to help the children really get to know a text and build skills they can use when reading unfamiliar texts. This helps to ensure that by the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure and our readers are equipped with the tools to tackle unfamiliar vocabulary

Any children not able to access the class text are taught from an appropriately levelled text in small groups with a trained adult.

### **Implementation**

In the Early Years Foundation Stage children become familiar with environmental sounds, rhyme, story language and poetry. They repeat words and phrases and begin to recognise rhythm in the spoken word and rhyme. They identify familiar words and signs. Early phonic phases are introduced which focus on hearing the sounds in words and linking sounds to letters.



Children in Pre School are introduced to fun activities through the Monster Phonics Foundations in Phonics programme which follows The Government Phase 1 curriculum consists of 7 aspects. Each aspect contains 3 strands:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

Children will develop speaking and listening skills as well as vocabulary and comprehension so that they will be ready to begin oral blending and segmenting when they enter Reception

Children in Reception and KS1 have daily Phonics lessons from Monster Phonics, a systematic synthetic phonics programme with clear progression through the phases and year groups.

Phonics interventions are provided where required for children needing additional support, regardless of their age by fully trained members of staff. Monster Phonics is used for this and the school uses a Phonics Tracker tool to ensure that progress is closely monitored.

### **Reading Schemes**

Pupils read Monster Phonics books in line with the phase they are learning in their phonics sessions. We also match additional Oxford Reading Tree Word Sparks and Collins Big Cat for Letters and Sounds books alongside the Monster Phonics Books according to children's book bands. All books used have been matched by Monster Phonics as being compatible with programme.

Children take home reading books containing the sounds that they have already learned so that they feel successful as readers at home. This is vital to developing their self-belief and self-esteem. Parents are encouraged to listen to their children read at home and to talk about books/read stories to their children.

### **Reading for Pleasure**

All classes have reading areas that are well stocked with quality books from across the genre range. Children are able to take home a book from their class library linked to their topic or learning in class.

Each day the children will hear their class teacher reading for at least 10 minutes from their class novel/text, as all teachers are aware and value the importance of ensuring that this precious time is built in daily as far as possible.

Pupils also have access to the school library where there are a variety of books to choose from. Classes have one Library slot a week and encouraged to take home books to share at home.

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



book 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.

### **Support**

The school offers reading intervention for pupils in the lower 20% who are not making expected progress or who find reading difficult. The main forms of reading intervention are: guided reading, one-to-one reading and small group pre-reading of texts.

Reading and phonics workshops and open mornings are planned in throughout the year to show parents and carers how we teach reading and phonics. These events aim to provide parents with practical ways in which they can support their children too.

### **Impact**

#### **Assessment**

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

Assessment for learning is used: daily within class to identify children needing support and weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

The Monster Phonics scheme has regular assessment activities planned in to ensure all children are making good progress and it has comprehensive intervention tools and activities to support any children identified as falling behind. Phonics Tracker is used to support the ongoing assessment to quickly identify any gaps in their phonic knowledge. and plan appropriate extra support and teaching.

Summative assessment is used from Y2 – 6 3x year to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the interventions and support that they need

#### **Statutory assessment**

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

#### **Ongoing assessment for catch-up**

Children in Year 2 to 6 are assessed through: their teacher's ongoing formative assessment, Phonics Tracker and the appropriate half-termly assessment. Children identified as needing additional support with reading (lower 20%) read with a trained adult 2 x week in addition to their regular reading opportunities.