Oldfield Primary School
English Reading and Phonics Policy

Aims

At Oldfield Primary School, we aim to provide a clear framework for high quality teaching and learning of English. We are committed to helping children develop the necessary skills and knowledge that will enable them to:

- Develop a love of reading.
- Communicate effectively and creatively with the world at large, through spoken and written language.
- Enjoy and appreciate a rich variety of literature.

We strive for children to be confident English learners. This means that by the age of 11, we aim for children to be able to:

- *read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.*
- *have an interest in books and read for enjoyment*
- *have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.*
- *understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.*
- *be developing the powers of imagination, inventiveness and critical awareness.*
- *have a suitable technical vocabulary to articulate their responses.*

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the EYFS Statutory Framework (updated 2026).

In the Foundation Stage (Nursery and Reception) *children should be given opportunities to:*

- *speak and listen and represent ideas in their activities;*
- *use communication, language and literacy in every part of the curriculum;*
- *become immersed in an environment rich in mark-making and possibilities for communication through books.*

In Key Stage One (Years 1 and 2), *children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently (using the correct pre-/cursive script: see appendix I) and with enthusiasm. They should use language to explore their own experiences and imaginary worlds and begin to link sounds and letters (phonics).*

In Key Stage Two (Years 3-6), *children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works, and importantly, read for pleasure.*

OLDFIELD PRIMARY SCHOOL

The Governing Body

Regular reports are made to Governors on progress and provision in English.

Subject Organisation

The English Curriculum is delivered using objectives from the English Programmes of Study for KS1/KS2, and these are planned over the year, to ensure children have a range of reading opportunities to develop their love of reading as well as their understanding of texts read.

Pupil provision is related to the year group stage they are working at in school, unless they have an Individual Education Plan (IEP:-see SEN Policy).

The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Phonics & Early Reading

Intent

At Lees, we follow the Little Wandle principles and practice throughout school. This provides a systematic approach to the teaching of phonics to develop phonemic awareness and embed the skills of early reading right from Early Years. This approach ensures all children learn to read words and simple sentences by the end of Reception, in which they are receiving up to an hour a day of phonics teaching. This is supported by using a range of resources to support the effective delivery of high quality phonics lessons to cater for all children's needs, alongside high quality provision to ensure that every child has the potential to succeed.

Implementation

Lessons are quick in pace, engaging and challenging for all children within the lesson. Sessions are revisited on a 1:1 basis that day if sounds are not consolidated. The class teacher uses daily assessments to inform them of the progress children are making. This enables us to adapt and tailor the provision to ensure the needs of individual children are met. Phonics teaching is linked to letter formation and early spelling which is modelled at all times.

Quality phonics teaching links to the literary needs of the children within English and across the curriculum. Each Phonics lesson includes the following sections:

- **Revise** – Overlearn the previous graphemes and words
- **Teach** – Introduce a new grapheme / phoneme words
- **Practise** – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- **Apply** – Use the new graphemes / words in games and activities to secure knowledge
- **Assess** – Monitor progress within each phase to inform planning.

Assessment: (Reception only)

- Knowledge of children's ability used for formative assessment which informs future planning.
- Individual reading records are kept which focus on key areas of the reading curriculum – these are used as a focus when reading 1:1 either with the class teacher or class support.
- Phonics is assessed every half term

Assessment: (Year 1-2)

- Phonics to be assessed every term along with HFW recognition.
- Teacher notes to be used to inform assessment judgements from planning which are noted in individual reading records.
- Benchmarking for assessment to be completed at the beginning and end of the half term.
- Termly reading tests for Y2.

Towards the Phonics Screening Check, Year 1 pupils will be given curriculum adaptation to identify specific skills or any gaps in learning. All Year 1 children take the 'Phonics Screening Check in Summer term each year - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and curriculum adaption in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark.

Impact

Children enjoy and have confidence in their phonics learning, and will transfer these skills to support their reading for pleasure and writing. Children know more, remember more and understand more about Phonics, demonstrating this knowledge in all areas of the curriculum. The vast majority of children will achieve age related expectations in Phonics and this will be assessed through EYFS data and the Phonics Screening Check at the end of Year 1. Parents have a clear understanding of how phonics is taught throughout the school and also understand how to further support their children learning at home, and books read link to phonics taught. High quality first teaching ensures phonics is taught consistently (using the correct vocabulary, lesson structure and teaching techniques) to ensure all children's needs are met.

Approach to Reading

Intent

Creating a strong reading culture is vital to us at Lees because we want our children to develop a life-long love of reading. Reading is at the heart of the curriculum and underpins all aspects of learning. We aim to develop children's reading through high quality systematic phonics teaching, guided and shared reading, 1:1 reading, accessing the library and reading for pleasure. We are passionate about fostering a love of reading with our children so they become fluent and confident readers as they grow up. We aim to involve parents in improving their child's reading through communicating effectively such as regularly checking home-school reading diaries phonemically progressive home-share books and even workshops. Teachers thrive to promote a high quality model of reading with expression, enjoyment and understanding, and aim to we ensure all children have the opportunity to hear high-quality texts being read to them daily.

OLDFIELD PRIMARY SCHOOL

Implementation

Teachers are passionate about selecting high quality fiction, non-fiction and poetry texts to support a rich and varied curriculum. Warm and purposeful reading environments have been created for a rich reading classroom.

All teachers have a class book to share with the children daily either through shared/guided reading or English sessions or at the end of the day, and these often link with a curriculum theme, and children are read to right through school, from EYFS to Year 6. Texts are carefully chosen and the majority are endorsed by CLPE research (Power of Reading, Pictures, Poetry and Reflecting Realities). A range of purposeful texts are taught through Reading and English sessions to foster a passion for reading so that all children read for enjoyment. A selection of purposeful quality books are accessed in the classroom reading corners and topic areas, and further choice is available in the school library.

Guided Reading Sessions begin in Reception. Younger children participate in developing fluency sessions, phonics activities, comprehension questions and developing prosody (patterns of stress and intonation during language acquisition), shared reading and reading for enjoyment.

Guided Reading sessions encourage discussion around vocabulary, asking and answering of questions, inferencing, predictions and looking at similarities and connections between texts that have been read. Progressive objectives are taken from the National Curriculum. Tasks are based around the shared reading of high quality text and are often recorded in their Guided Reading Journals such as:

- *Text discussions with the teacher/teaching assistant to develop key reading skills.*
- *Comprehension questions linked to the text*
- *Follow-up challenges*
- *Vocabulary work linked to the text*
- *Reading for enjoyment*

Children are listened to on a daily basis, individually or through guided reading sessions (Year 1-6). Reading books are readily available to children, and there are daily opportunities to change books. Reading records are sent home, and parents/carers are encouraged to sign these daily and bring into school each day.

Assessment

Children are formatively assessed through the use of questioning their understanding of what they read through word reading, vocabulary acquisition and comprehension in English and Guided Reading sessions, discretely in English, the wider curriculum and when they read. Teachers also make summative assessments based on end of term tests and the child meeting the national curriculum requirements for their stage.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment so that every child can keep up with their reading

learning. All lessons provide a model of core learning. More-able children will have suitable learning challenges provided.

Equal Opportunities.

Every child is entitled to access a broad and balanced English curriculum. We aim to provide suitable learning opportunities regardless of race, gender, ethnicity or home background. We positively celebrate diversity and difference through exciting texts to prepare our children for life in modern Britain.

Impact

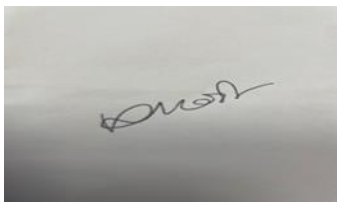
Through the careful development of early reading matched to their phonological awareness, children follow systematic phonics and early reading systems to ensure they are able to read, and are ready for the national curriculum from the Early Years. Children quickly develop a love of reading throughout their years in primary school and this is shown through the strong progress they make from their starting points.

High levels of engagement from EYFS secure strong phonics check pass rates in Y1. From an early age, children develop a good level of fluency, vocabulary acquisition, and use these transferable skills to secure good understanding of comprehension skills and foster that enjoyment from high quality books they access at school.

Throughout school, children read widely from a range of genres, building relevant strategies to build a strong vocabulary repertoire through hypothesising, imagining and exploring ideas with their peers. Our approach enables our children to make sustained progress in their reading throughout their primary education.

This policy will be reviewed every two years, or earlier if necessary.

September 26 to be reviewed June 28



D Booth. Chair of Governors

OLDFIELD
PRIMARY SCHOOL

BRONTË
ACADEMY
TRUST
ACHIEVING TOGETHER
FOR EVERY CHILD