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## OUR LADY AND ST BENEDICT CATHOLIC ACADAMY READING and PHONICS POLICY

### Our Mission Statement:

‘Loving, Learning and looking forward with Christ.’

Following the example of Our Lady and St. Benedict, we are rooted to Christ in all that we say, do and think. Within our safe Catholic family we love, learn and ensure children are ready for their next step in society with Christ as their purpose.

Our phonics and reading policy stipulates clearly to the Our Lady and Saint Benedict Catholic Academy community the reading skills which are taught in the school from the Foundation Stage throughout Key Stage One and into Key Stage Two. **‘It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education’** [www.gov.uk/government/collections/national-curriculum](http://www.gov.uk/government/collections/national-curriculum)

Here at Our Lady and Saint Benedict Catholic Academy we see the curriculum as the most effective tool that allows us to effect social mobility, raise aspirations and allow children to see and experience the world beyond their local neighbourhood. We want children to gain rich experiences, skills and knowledge during their times with us. We wish for them to use their God given talents purposefully knowing themselves, developing a love of the subjects they study and knowing that they can truly be anything that they want to be as they Love, Learn and Look forward with Christ.

The school has an ambitious curriculum which includes the phonics and reading curriculum that prepares them fully for the next phase of education and ultimately to adult life. Children enter the academy with low communication, language and understanding skills. Many children lack the experience of a range of books and literacy opportunities. The school believes it is of the utmost importance that this gap is plugged and a rich literate curriculum is delivered so that children can access all other areas of the curriculum. Communication and Reading are at the heart of our curriculum and staff are clear that this is the key to accessing the quality curriculum that we offer. Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, we strongly believe that reading will give our children the tools to become independent life-long learners.

Therefore, at Our Lady and Saint Benedict Catholic Academy in the Foundation stage ‘Phonics’ is taught daily as the main strategy used for teaching early reading – ‘the route to decode words’ (NPF 2014).

Children are always taught the correct enunciation of sounds. Children are also taught the correct formation of the corresponding grapheme. These are practised in school and at home.

At Our Lady and Saint Benedict Catholic Academy we aim for all our children to become fluent, confident readers who are passionate about reading.

We achieve this through:-

- **Dedicated Phonics teaching using the *Bug Club program*. We use this to help us teach our children to read and acquire the necessary sounds and skills to become readers.**
- **Encouraging children to develop a love of books by reading to them and with them both at home and at school.**
- **Giving children access to a wide range of books at school and at home**

At Our Lady and Saint Benedict Catholic Academy we use **Bug Club Phonics** to give our children the best possible start with their literacy.

Bug Club is a DFE recognised phonics programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

The programme is designed for children aged 4-7 (Reception to Year 2).

In Nursery we use Letters and Sounds to begin this phonics teaching thus ensuring children have the pre-requisite skills to access Bug Club. This covers the following aspects. Aspect 1: General sound discrimination – environmental sounds ■ Aspect 2: General sound discrimination – instrumental sounds ■ Aspect 3: General sound discrimination – body percussion ■ Aspect 4: Rhythm and rhyme ■ Aspect 5: Alliteration ■ Aspect 6: Voice sounds ■ Aspect 7: Oral blending and segmenting.

At Our Lady and Saint Benedict Catholic Academy whilst we begin the Bug Club programme in the Reception class we will continue teaching phonics to children beyond the age of 7 if they still need support in their reading. Bug Club and Rapid Phonics is used to support this.

All children are assessed regularly. These assessments are used to identify any gaps these are re-taught so that children keep up. Children may be placed in an intervention group meaning the phonics are re-taught in the afternoon. The assessments also indicate the phase that the child is working on and enable us to ensure reading books are matched to the phonic level of acquisition and skill.

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

### **Reading**

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture and prompts – see below
- Learn to read words by blending sounds 'robot talk'
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- Work well with partners
- develop comprehension skills in stories by answering questions

### **Writing**

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds
- learn to write words by using finger spelling
- learn to build sentences by practising sentences out loud before they write

### **Talking**

The children work in pairs so that they:

- Answer every question
- Practice with a partner
- Take turns in talking and reading
- Develop ambitious vocabulary

## **Year One & Year Two**

Children follow the same format as Reception Review, Teach, Practice and Apply. They will work on complex sounds and read books appropriate to their reading level. They continue with daily sessions of phonics.

### **Five key principles underpin the teaching in all *Read Write Inc.* sessions:**

**Purpose** – we know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about and learning

**Participation** – we ensure every child participates throughout the lesson. Partnership work is fundamental to learning

**Praise** – we ensure children are praised for effort and learning, not ability

**Pace** – we teach at an effective pace and devote every moment to teaching and learning

**Passion** – we are passionate about teaching so children can be engaged emotionally.

We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that the children will be able to blend the sounds into words more easily.

At school we use robot talk to help us sound out words! E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

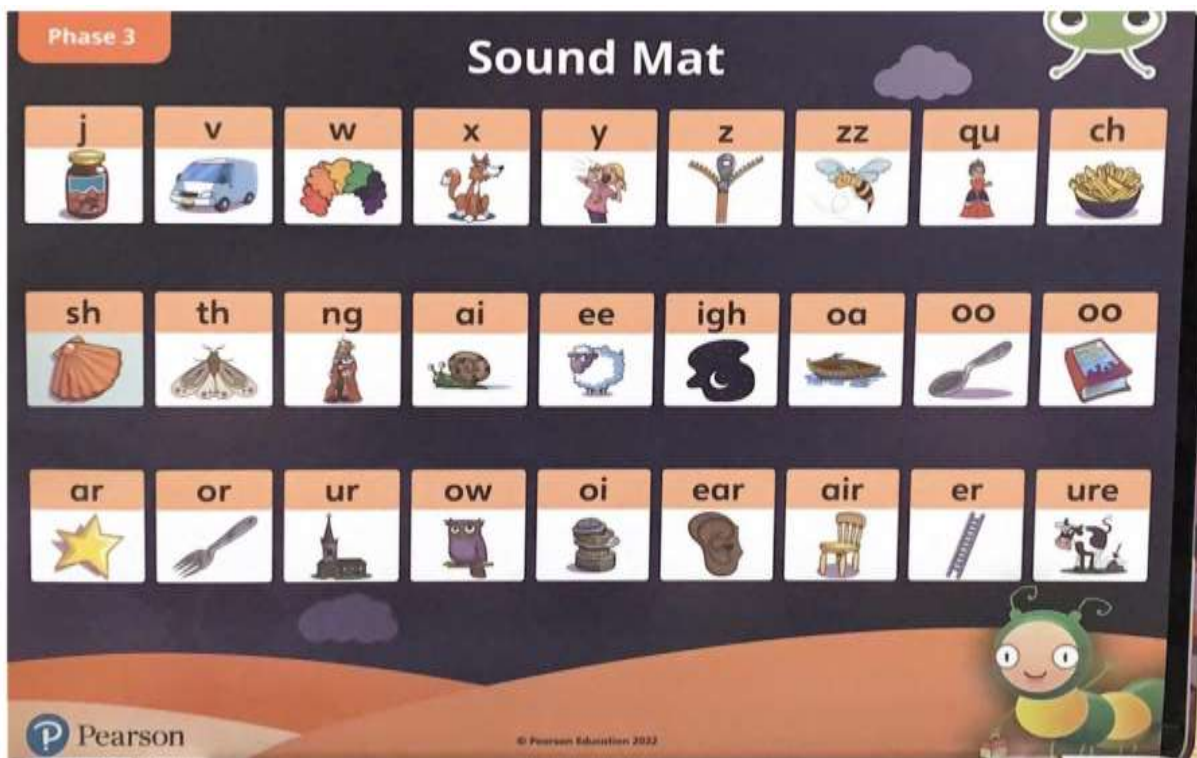
### **Step 1:**

**Phase 2 Sounds** are taught in the following order. We help children to instantly recognise sounds ready for blending.



**Step 2:**

The children are then taught **phase 3 Sounds** – which contains some of the long vowels.


























**Step 3 :**

Once the children are confident with phase 2 and phase 3 sounds they will work on blending these in words.
























**Step 4** Children will then learn the phase 5 sounds followed by the phase 5 alternative sounds.

**Phase 5 Sound Mat**

wh 	ph 	ay 	ey 	ea 	ie 	oe 	ew 	ew 	
ue 	ue 	aw 	au 	ir 	ou 	oy 	a-e 	e-e 	
i-e 	o-e 	u-e 	u-e 						

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**Phase 5 Alternatives Sound Mat**

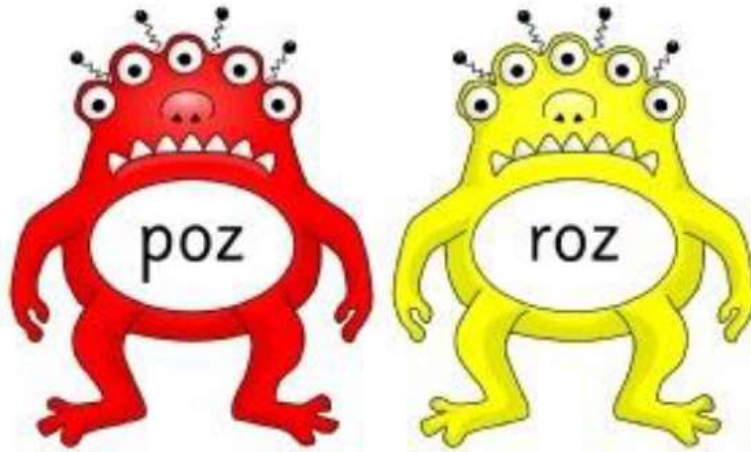
eigh 	ey 	ei 	ie 	y 	y 	i 	ow 	o 
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c(e) 	c(i) 	c(y) 	sc 	st(l) 	se 	g(e) 	g(i) 	g(y) 
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### **Nonsense words (Alien words)**

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check which takes place in the summer term



The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

### Foundation Stage and Key Stage 1

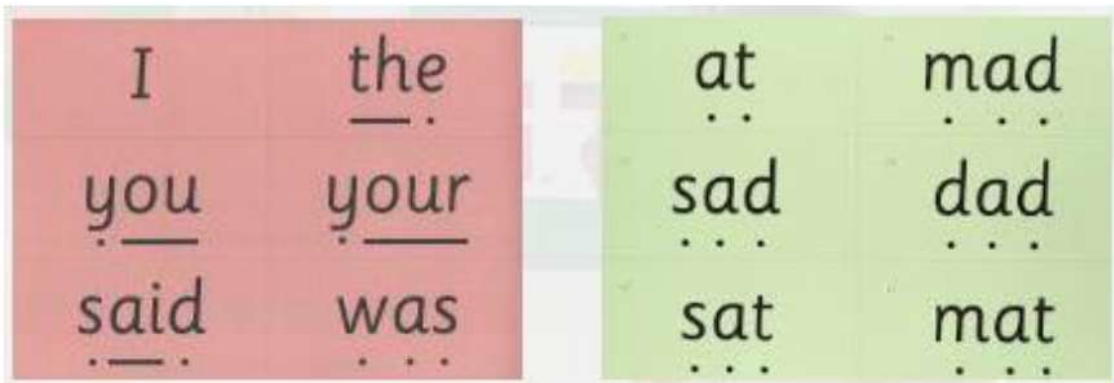
Alongside Bug club phonics, our pupils all take home books that link to the phonics scheme. Children take home a Bug Club book that contains sounds that they can read. These scheme readers cover a range of genres. Children also choose a reading for pleasure book taken from the school library or class book boxes. Books are monitored so that choices are supported where necessary. It is expected that children read at home daily and that an adult signs their reading diary. Children read in school with an adult, the lowest 20% are targeted more to support them in keeping up.

Each child has a homework diary where the reading should be recorded and signed by a parent. There is an expectation that class teachers would have conversations with parents if their children are not reading at home, if this continues then the next step will be to send a letter home

Support will always be offered and time will be found within the school day to assist any children or families who may be unable to meet this commitment.

In Key Stage One and Foundation stage there is a focus on decoding and fluency. At Our Lady and Saint Benedict, we use whole Class Reading, which is timetabled for 20 minutes daily. We follow the bug club reading scheme. Bug Club whole class reading for Key stage 1 focuses on children's improving ability to decode words and to read fluently. The children are given the opportunity to practice sounds, tricky words and new vocabulary that they will come across from the book. They are also given the opportunity to share and discuss the book as a class before they move onto reading the text themselves through paired reading.

Within all the books children will have **pink** and **green** words to learn to help them to become speedy readers. **Pink** words are words that are not easily decodable and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable. The children practice these words in the session.



Dots and dashes represent the sound each letter makes.

During these sessions the teacher will introduce the book and vocabulary and will model reading the book to the children. The teacher will walk the children through the book. The children will then read the book at least three times until they become fluent and confident with the book. At each new reading they will have plenty of opportunities to practice using their developing comprehension skills.

Alongside this, the children are challenged to comprehend what they are reading. Once the children become fluent in reading the children are then encouraged through activities to take part in spoken language activities about the book before responding through a written task.

In our English lessons, we follow the TFW approach. Through this, children access a range of texts and genres. They become familiar with the structure of books and use this to support them in their writing.

Story time is time tabled and takes place daily. We have a progression document for story time texts which runs through the school thus ensuring that children receive a rich and varied literary diet with books from a range of leading children's authors covering a variety of genres and interests. Children are given the opportunity to be read to and listen to a range of texts.

## Key Stage Two

At Our Lady and Saint Benedict Catholic Academy, we aim to ensure that the excellent reading practice in EYFS and KS1 continues into KS2 and reading continues to remain high profile in daily activities. It is an expectation that children will continue to read at home daily. To support home reading, we use Accelerated-reading scheme.

### Accelerated Reader

When children are able to read fluently and independently, they are assessed using the Star Reading system for Accelerated Reader. The assessment provides a standardised score and a reading age for the child. Teachers monitor children's reading scores to ensure the system is right for them.

The Accelerated Reader approach moves away from the traditional reading scheme to include real books by a range of popular, modern, and classic authors and poets. There are also non-fiction texts, graphic novels and play scripts to name a few additional text types.

The system determines the level of readability for this vast range of texts. After assessment, children are allocated a numerical range from which they can choose books. This is closely monitored by teachers.

Independent reading and level of understanding is confirmed through an online retrieval quiz taken on the completion of a book. Children are expected to achieve a minimum of 85% success rate over the term.

Children are rewarded for achieving an average of 85% or above for the books they have read and with an engaged time of 25 minutes per day.

Parents can track their child's success by signing up for email updates.

Class Libraries provide books that broaden horizons and helps learners connect with the world around them with a focus on positive moral values, developing empathy and showing diversity.

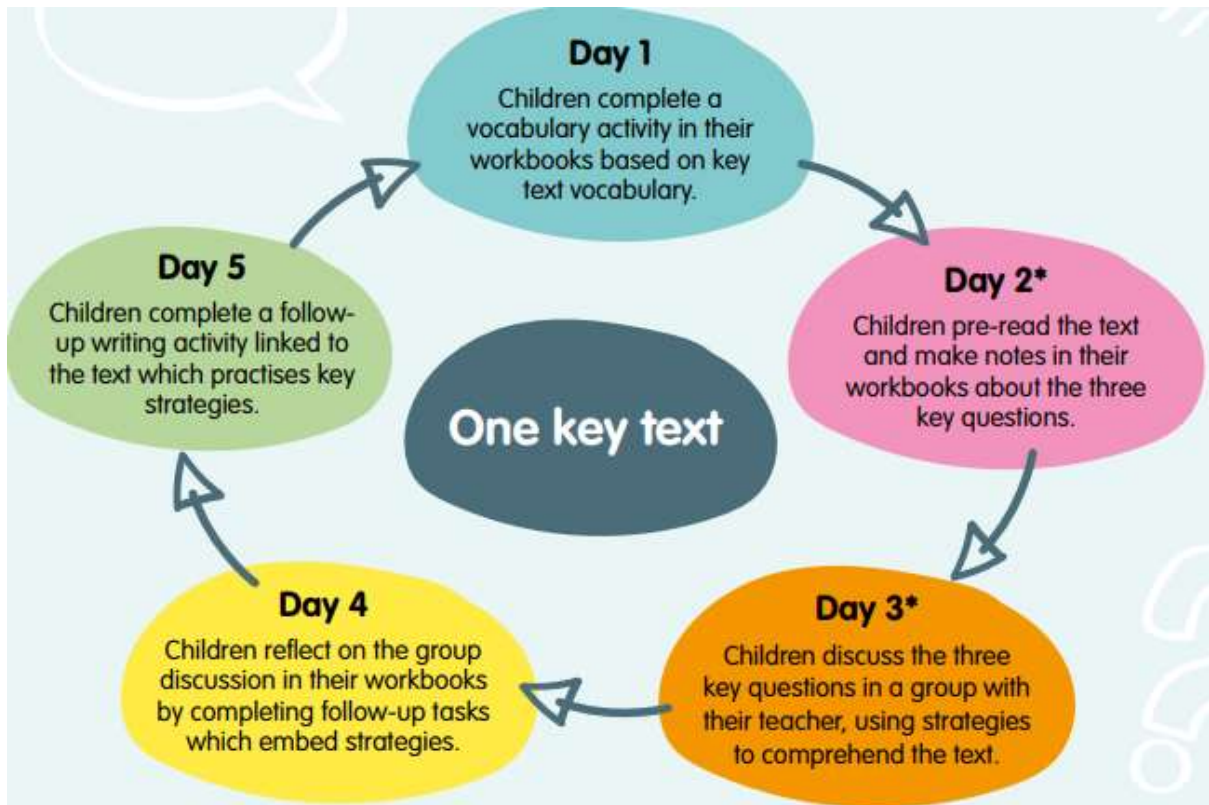
<https://www.arbookfind.co.uk/UserType.aspx?RedirectURL=%2fdefault.aspx>

Each child has a homework diary where the reading should be recorded and signed by a parent. The reading book routine is well established and continued from KS1. There is an expectation that class teachers would have conversations with parents if their children are not reading at home, if this continues then the next step will be to send a letter home

Support will always be offered and time will be found within the school day to assist any children or families who may be unable to meet this commitment.



In Key Stage Two, there is a shift in reading where we focus much more upon comprehension rather than word. At Our Lady and Saint Benedict, we use whole Class Reading, which is timetabled for 30 minutes daily. We follow the bug club Comprehension reading scheme. Bug Club Comprehension focuses on developing children's core comprehension skills and encouraging discussion around a stimulating array of new whole texts. Each week of teaching is anchored by a key text. Texts are varied in genre and style, and some are studied for one week while others are studied over a period of up to five weeks. Each week of teaching runs as a cycle, with activities for children to complete daily, in sessions lasting 30 minutes. The progression of activities across the five days helps to develop children's comprehension strategies and deepen their comprehension of the week's key text.



Comprehension outcomes vary from reader to reader. Bug Club Comprehension draws on eight key strategies to build children's comprehension skills.

1. Clarifying
2. Summarising
3. Activating prior knowledge
4. Visualising
5. Connecting
6. Predicting
7. Questioning
8. Evaluating

## Recording and Assessment

Children's work is recorded in workbooks that link to the text that is being taught and follow the 5 day cycle. We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down.

During the reading session teachers and teaching support assistants focus on specific children, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group whilst the others form an answer independently. Teachers can then assess these children based on National Curriculum expectations and how they are performing relating to the specific content domain.

## English Lessons

In English lessons, we use a text based approach following talk for writing. Children will develop a real understanding and appreciation of the world learning from the best that has been developed and said. For example, children will be immersed in real texts and will read literature from a wide range of well-known authors including those who have been awarded the UK Children's laureate to celebrate outstanding achievement in their field such as Quentin Blake, Anne Fine, Sir Michael Morpurgo, Anthony Browne, Julia Donaldson, Lauren Child, Michael Rosen and Malorie Blackman. By reading a wide range of genres such as historical fiction, classic fiction, traditional tales, poetry, myths and legends they will be presented with high quality texts as a model their writing.

Story time is timetabled in Key Stage 2. Each class has a reading text that is read to them – again this can be the class text they are studying in English or may be a text chosen by the teacher or children for enjoyment from the storytime progression document.

Phonic decoding skills are continually assessed, and phonic teaching continues to be the main strategy that we teach in order to decode words. Teachers continue to ensure that corresponding graphemes are also formed correctly. Any children with gaps in their phonic knowledge are targeted and addressed. Furthermore, children who arrive from other schools are also immediately assessed and targeted so that every pupil adopts the whole school focus on reading.

Reading is taught across the Key Stage to ensure that the teacher hears every child read each week and has a sound knowledge of their comprehension skills. The lowest 20% or children who need additional support are heard to read everyday.

In KS2, whole class texts are studied which are covered by a wide range of genre including non fiction, modern fiction, classic fiction and poetry. This is planned across KS2 with the Literacy team to ensure that all genres are taught in depth.

Class libraries are an integral part of school life. They are regularly reviewed and replenished. Pupils are encouraged to choose books that they enjoy within their ability. Teachers show pupils how to choose books by genre, reading the blurb and to check their own comprehension by reading the first page. Teachers at Our Lady and Saint Benedict are involved with children's reading and know how to help children choose books. Links between home and school are vital in ensuring that every child is reading every day.

In KS2 the classroom environment is rich in language to promote the acquisition of and extend vocabulary. Book corners and activities encourage children to read daily and foster their love for reading. The school has recently purchased a reading vending machine which has further encouraged and promoted reading throughout the school with a weekly reader of the week being chosen in each class who then receives a certificate and a vending machine token to select a book as a prize. We have also invested in an outdoor reading cabin where children can select books to read and share during their break time. Displays and activities reinforce reading - displays of words with colourful pictures, working walls and resources are also clearly labelled. Children continue to learn songs for performances, poems by heart and are encouraged whenever possible to perform or read to audiences.

The school continues to promote reading throughout the school by holding book swaps, taking part in National Poetry day, taking part in World Book day, promoting the Summer Reading challenge, visiting the local library and working with visiting authors.

### Leadership and Management of Reading

The New Primary Framework 2014 consists of two dimensions, 'word' and 'comprehension'. Mrs Janine Exon leads English at Our Lady and Saint Benedict Catholic Academy and Miss Sarah Ryder leads early reading and will monitor phonics (word) across the school. The monitoring of reading will ensure that all staff follow this policy and teaching practice is always being inspired and continually improved. Any necessary training will also be reviewed to check that it has achieved the desired impact. Reading is assessed half-termly using the NFER tests which will be used alongside the class teacher's assessment. Reading books will also undergo monitoring to ensure that each child is exploring a wide range of Literature and that every child is reading at their level.