



Brookland Infant and Nursery School

Phonics and Early Reading Policy

September 2022

Intent

Phonics (reading and spelling)

At Brookland Infant and Nursery School, we believe that all of our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Foundation Stage and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build upon their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At Brookland Infant and Nursery School, we value reading as a crucial life skill. By the time our children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Implementation

Foundations for Phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and Language' and 'Literacy'. 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 oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 20 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

- Phonics teaching in Reception begins in Week 3 of the Autumn term when all children are full time and settled into their new class.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
 - Children in Year 2 review Phase 5 in the Autumn term and move on to being taught specific spelling strategies.

Daily Keep-up lessons ensure every child learns to read

- In Reception, any child who needs additional practise has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- In Year 1, children who are identified as needing additional support with Phonics take part in Keep up sessions which are taught by a fully trained adult and are specific to the identified needs. They use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- For any child in Year 2 who is not fully fluent at reading or has not passed the Phonics screening check at the end of Year 1, are provided with additional support. The support sessions are taught by a fully trained adult and are specific to the identified needs. They use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Teaching reading: ERIC (Everyone Reading In Class).

- ERIC happens daily in KS1
- We teach children to read through practise reading sessions:
 - These are taught by the class teacher to small groups of approximately six children.
 - Each child, as part of a group, is listened to by the class teacher once a week
 - Whilst the focus group of the day is reading with the teacher, the rest of the children work independently on a reading activity.
 - We use books that are matched to the children's secure phonic knowledge
 - Reading is monitored by the class teacher which then informs the teacher of the progress that the children are making and what needs to be focused on.
- Each reading practice session has a clear focus, so that the children understand what they are to focus on.
- The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception reading practise begins in Autumn 2 when the children should be confident with some of the Phase 2 sounds. Children are exposed to phonics daily and are encouraged to use their skills through child initiated and adult initiated activities in the outdoor and indoor classrooms. Children who are not yet able to decode have daily additional blending practise in small groups. This is so that they quickly learn to blend and can begin to read books.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Lesson templates, prompt cards and 'how to' videos ensure teachers all have a consistent approach and structure for each lesson.

Ensuring reading for pleasure

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

- We read to the children every day. 'Story time' is timetabled into each class routine, at 3pm at the end of each school day.
- We want children to experience a wide range of books, including books that reflect the children at Brookland Infant and Nursery School and our local community as well as books that open windows into other worlds and cultures.
- Every class has a core book box with high quality texts that can be read with the children at story time or any time of the day. The texts have been carefully chosen for each year group.
- 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 Foundation Stage the children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children in Nursery have a home reading diary called 'My Nursery Book Share'. This gives parents/carers the opportunity to record and share with class teachers stories the children have enjoyed sharing at home.
- Children from Reception onwards have a Home Reading record. The parents/carers are encouraged to record comments on their child's reading. Adults in school will also write in this reading record on a regular basis to ensure that there is communication between home and school.
- All classes are timetabled an allocated library time in our bright and attractive school library. During this time, the children can choose a book from a variety of genres to take home and share with others (the children may not always be able to read their chosen book independently).
- During Library sessions, children are taught early library organisational skills through our colour coded system. The colour coded organisation is also used in class book corners.
- Year 2 Library Monitors have the responsibility of ensuring returned books are put back in the correct section of the library.
- We have a 'Reading Garden' for children to use during playtimes, lunchtimes and during class story time with their teachers. There is a Reading Garden Library shed full of a variety of books for the children to choose from when reading in the Reading Garden.
- For families who might not have books at home to share and enjoy with their children, we have an outdoor reading library called 'Books for Everyone' where parents/carers can take home books to share together as a family.

- 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).
- Regular visits to the Garden Suburb Community Library by a small group of targeted children reinforces library skills as part of life skills development.

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 Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SMT in Pupil Progress meetings to narrow attainment gaps between different groups of children and so that any additional support for children can be put into place.
 - to inform any CPD needs for the school.

Statutory assessment

- End of Foundation Stage Profile – children need to achieve the ELG in Reading as this element forms part of the requirements to achieve a Good Level of Development.
- Phonics Screening Check at the end of Year 1.
- Any Year 2 children who did not meet the standard at the end of Year 1 in the Phonics Screening Check is expected to take the check again at the end of Year 2.
- KS1 national curriculum teacher assessment in Reading at the end of Year 2.