**Reading at Watchorn Christian School Policy**

Learning to read is a priority at Watchorn Christian School it is the foundation for all educational success. It enables us to read God’s word and find out his plans and purposes for our life.

**Phonics:**

“Phonics is a way of teaching children to read quickly and skilfully. They are taught how to recognise the sounds that each individual letter makes and identify the sounds that different combinations of letters make. Children can then use this knowledge to ‘de-code’ new words that they hear or see. This is the first important step in learning to read.” DFE ‘Information for Parents’

At Watchorn Christian School, we use a systematic teaching of phonics to support children in learning to read and write.

**Objectives of phonics**

 To ensure that children progress in their phonic knowledge through:

 • Daily, structured phonic sessions

 • Phonics being promoted as a tool to help children decode words to read and spell

• Children being encouraged to use and apply their phonic knowledge in independent work, guided writing sessions and individual or group reading where appropriate.

**Planning** Watchorn Christian School plans phonics based on the ‘Letters and Sounds’ 2007 which meets the core criteria for phonics teaching set out by the Dfe. Teachers have edited a scheme to provide children with a hands-on, immersive experience into learning phonics. The sessions are multi-sensory and involve games for blending and segmenting, movement and quick writing on whiteboards. Sounds and high frequency words are recapped daily to ensure retention.

Teachers in Reception and Year 1/2 have medium term and weekly plans to ensure phonics is taught in a systematic way to allow children to make progress. The phonics planning gives opportunity for sounds to be revised, new sounds to be taught, children to read and write words and apply their learning through a game or activity.

In Year 2 we cover phase 6 of the program and look at different spelling patterns.

Phonics is revisited throughout the day in short bursts. The nursery/reception children revise their letter sounds at the snack table daily. The KS1 children revise the tricky words as they go out to play daily.

**Assessing phonics**

Children are assessed as a baseline when they enter Reception and periodically assessed against the phases to ensure children continue to make progress. Assessment is carried out at the end of each Phonics phase to assess the children’s knowledge. This information is used to identify areas that need to be revised or repeated as well as any further support parents could do at home. Other assessment of independent reading and writing also ensures a rounded picture of children’s application of their phonic knowledge. At the end of Year 1, the Phonics Screening Check looks at children’s ability to decode real words and pseudo words. Children that do not pass the phonics screening test in Year 1, they repeat the test when they are in Year 2. They continue to receive daily phonics sessions that can be specifically tailored to an individual’s needs to help children catch up.

**Monitoring** The head teacher is responsible for overseeing the planning in phonics across the school. Regular training, modelling and observations ensure teaching staff have support to deliver high quality phonics teaching.

**Parental Links** A phonics and reading workshop is run at the start of each academic year to explain to parents: • What phonics is • What we do in school to support children’s phonics learning and early reading • What they can do at home to help Parent booklets from this are given out with all of this information.

 Reception, and Key stage 1 and 2 children are sent home regular spelling which include words from some aspects of the phonics phases as well Year 1 and Year 2 ‘common exception words’. Flash cards of the tricky words/sight words are also sent home to be reinforced with parents at home.

Parents and carers are informed as to whether their child has reach the ‘expected standard’ in their Phonics Screening Check. If they have not, then they will be told of the interventions and support that will be in place in Year 2.

**Reading Routines and Ways of Promoting Books**

It is important to establish regular reading routines to focus on the importance of reading and raise standards. Our school recognises that reading is a key skill in the learning process. Reading aloud, both adults and children, is an established routine in all classes throughout our school. The value of this practice is never underestimated.

The development of English sessions, in all our classes, ensures a balanced coverage of fiction and non-fiction texts. Listening to stories is valued and utilised throughout the school. Children read aloud for different purposes other than reading aloud to an adult. A cross-curricular approach to reading is adopted in all classes, which will include:

• Reading activities with fiction and non-fiction books

• Reading instructions

• Reading labels around the classroom/school

• Reading to an audience (class assemblies/plays/school productions,

etc.)

• Reading their work aloud

• Following recorded stories on the computer

• Reading with a partner or a group

• Drama activities/role play

• ICT activities

• Guided reading activities

**Comprehension**

We have a weekly comprehension session, where children are taught using the Comprehension Ninja books, to improve vocabulary, inference, prediction, explanation, retrieval and summary skills. This goes from Year 1-6.

**Providing reading time and routines**

Sustained Reading

Children need time to read every day. Reading sessions are arranged for younger children at convenient times during the day, mainly during literacy sessions and at the end of the day during ‘story time’.

Year 1 onwards which, DEAR time takes place 3 afternoons a week after the lunch break. At seven, we expect children to read quietly for at least 15 minutes per day; and as they progress through Key Stage 2 our expectation extends to reading sessions of 20 minutes. Our aim is to try to vary procedure in these sessions to make reading more interesting & enjoyable. They may take the form of silent or group/ guided reading sessions or book discussions, drama activities associated with a book or text, or the teaching of library skills, etc.

Browsing time (for approximately five minutes at the beginning of a reading session where necessary) encourages children to talk with others about what they have read and enjoyed. It can be a way many children discover and choose books for themselves. Some children need guidance in choosing what to read at these times.

On a Monday afternoon, children have Library Time where they are free to read any of our exciting library books, with a teacher, to a friend or individually. These books are then taken home and enjoyed at home. The children write reviews of these books in the class book review book.

For the final 10 minutes of each day the children are read a chapter book by the teacher and get to sit and listen to a story that they have chosen as a class. The children vote on a choice of 3 books that they would like to read as a class. These are usually Roald Dhal, Enid Blyton, Michael Morpurgo.

**Children Reading Aloud**

Children read aloud to teachers, support staff, parents & their peers. Children read to adults so they can assess and develop their reading. Individual reading aloud is encouraged as an enjoyable experience.

We aim to hear every child read an appropriate amount at least 3 times a week in Key Stage 1/lower KS2 and twice a week in upper KS2, (depending on the needs of the individual child).

Children who are not given home reading support of who have special educational needs are identified as soon as possible at Key Stage 1 and are heard three times a week (daily if time and support allow).

When children have read to an adult it is recorded in their Reading record which is taken home daily. Children are encouraged to read at home daily, if they read at least 3 times a week they are entered into the Reading Raffle. A prize draw is carried out every half term and a prize of a book and small sweet treat given to the winner. This has really motivated our children to read more at home.

Books are changed once the child is fluent. The majority of our books are Collins Big Cat books which follow the National Book Band scheme. They are matched to the child’s current phonics phase.

These books are supplemented by Story Worlds books, which has more common exception words and provide consolidation and practise of reading comprehension and fluency before they move onto the next book band.

Children move up a book band when they have mastered both comprehension and fluency of the level of book that they are currently on. This is down to teacher discretion. We aim to move children on swiftly but with care to keep the books pitched appropriately whilst maintaining momentum and motivation.

**Assessment & Record Keeping**

Assessment and recording of reading takes place in the following forms:

* Summative assessment via a reading test once a term.
* Home/School Reading Records with comments
* Word Recognition Record Sheets, linked to fortnightly spelling tests.
* Continuous assessments within class settings (comprehension attitudes, guided reading, inference and deduction skills, evaluation of texts, whole class reading, individual reading, presentation.
* Phonics assessments at the end of each phase in Phonics record tracker.
* Reading age tests at the end of each term.
* In Year 2 and 6, regular SAT paper practice and analysis, as well asadditional recording and evidence keeping using the ‘National Interim Assessment Framework’ statements.

**National Curriculum Tests**

At the end of Key Stage 1 and 2, children are asked to perform Standard

Assessment Tests to confirm their level of attainment in reading. Year 1 take part in the Phonics Screening assessment and results shared with parents.

**Reading Areas**

**Resources:**

Phonics resources are stored centrally and labelled by stage.

Each class aims to have accessible, inviting, well-stocked book areas which reflect the range of ability / interest / intellectual / social / emotional and cultural needs of the children.

‘Reading scheme’ books are arranged and organised in the corridor, central to all classrooms.

In each classroom, baskets/shelves are clearly labelled and displayed with different genres and reading interest books.

Reference and non-fiction books are organised in school library.

Apart from being chosen for quality of text and illustration, books are carefully evaluated for inappropriate prejudice and use of stereotypes or race, gender and class. Teachers use the Twinkl Good reading list to purchase inspiring books for all ages. Our Early Reading Governor has input into this.

Class books should be the joint responsibility of both teachers and children. It is worth sharing decision making with the class, e.g. how books might be displayed, protected and stored; how best to handle books, how to return books to their correct place, what kind of books to buy, etc.

**This policy was reviewed by the schools Governing Body on 01/12/2021 and will be reviewed every other year.**