



**Beaumont
Primary
School**

A Learning Community Partnership

Policy for Reading



Beaumont Primary School

Reading Policy

1 Rationale

Following Sir Jim Rose completing his independent review of the teaching of early reading, the report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. The review report provided clear recommendations on what constitutes 'high-quality phonics work'.

2 The 'simple view of reading'

The Rose Report makes a number of recommendations for the teaching of early reading. It makes clear that there are two dimensions to reading – 'word recognition' and 'language comprehension'.

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text.

The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension.

3 Aims at Beaumont Primary School

- To establish consistent practice, progressions and continuity in the teaching and learning of phonics and spelling throughout the school
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- To give children word work strategies that will enable them to become fluent readers and confident writers
- For all children to read confidently, fluently and with understanding
- For all children to enjoy reading and have an opportunity to read a wide variety of fiction and non-fiction texts
- For all children to have a range of strategies to decode unknown text
- For all classes to provide a print rich environment to stimulate children's interests in reading

4 Guidelines

Beginner readers are taught:

- Grapheme-phoneme correspondences in a clearly defined, incremental sequence
- To apply the highly important skill of blending (synthesising) phonemes in the order in which they occur all through a word to read it
- To apply the skills of segmenting words into their constituent phonemes to spell
- That blending and segmenting are reversible processes

High-quality phonic work is most effective when:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skill and phonological awareness
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- It is time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- It is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress

- It is taught discretely and daily at a brisk pace
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored

5 Teaching and Curriculum Content

At Beaumont Primary School we will follow the Letters and Sounds principles and practice of high quality phonics (*DfE 2007*) supported by "Bug Club Phonics" (*Pearson*) and other additional resources to meet the specific needs of the children. The six-phases of the Letters and Sounds document provides a structure for teachers to follow and plan children's progression. Teachers' assessment of individual children will inform the rate at which children are able to progress through the phases and they adapt the pace accordingly.

EYFS / Reception will reinforce **Phase 1** and will introduce and complete **Phase 2** and **Phase 3** and depending upon the nature of each cohort aim to briefly introduce **Phase 4** in the final half of the Summer Term. The children in Reception and Year 1 will have discrete phonics teaching input daily by Teachers and Practitioners. Enhanced activities within the environment are available for children to explore independently throughout the day.

At the end of Year 1 there is a statutory assessment – **assessment and reporting arrangements, Year 1 phonics screening check** (*Standards and Testing Agency 2012*) which takes place in June of each year. Following the screening test, next steps are planned for pupils to be followed in **Year 2**. In Year 2 differentiation will ensure all pupils progress. Pupils who did not achieve Phase 5 at the end of **Key Stage 1** will be re-screened at the end of the school year. Further intervention work will be put in place where necessary in Year 3.

6 Assessment

Class Teachers are aware of individual children's needs through formative assessment. Children's progress to be assessed at the end of every term in order to inform the new terms planning. Assessment takes the form of a phonics test (or similar activity) where the Class Teacher will be able to assess the children's understanding of:

Grapheme to phoneme correspondence including diagraphs / trigraphs (these tests are based on the phase being assessed)

A spelling test of the tricky words and high frequency words, either in lists or given as a dictation sentence containing the words being taught will form part of the assessment.

7 Policy of Equality Statement

The Board of Governors and School is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Date: Summer Term 2020

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