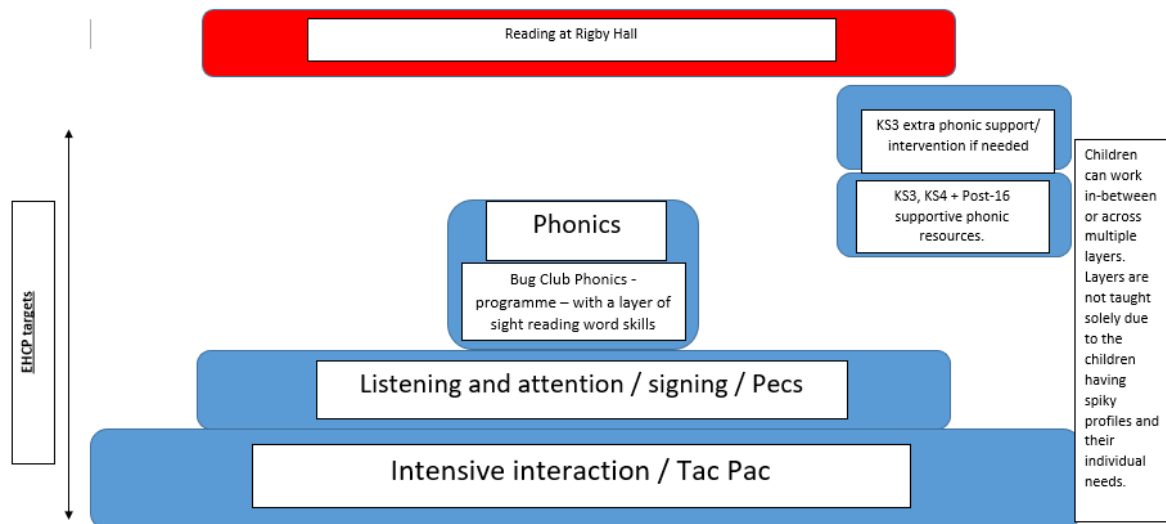


EY/KS1/KS2 Phonics:

- Use Bug Club Phonics (on Active Learn)– DfE recommended systematic synthetic phonics scheme alongside layers of sight word reading.
- Mainly use Bug Club Phonics scheme reading books, alongside Oxford Reading Tree and few others as our pupils require a range of schemes due to working at the same phase in phonics for longer periods than their mainstream peers.
- Graphemes sent home regularly to correspond with the ones they are taught in school each week, alongside sight words taught.
- Phonics lessons to take place 5 times weekly – focusing upon one phoneme/grapheme a week. Classes to display ‘sound of the week’ in classroom.
  - Monday – revisit previously taught phonemes/graphemes and sight words taught.
  - Tuesday – introduce new phoneme/grapheme and sight words for the week.
  - Wednesday – ‘read’ focused activity using previously learnt phoneme/graphemes and new phoneme/grapheme and sight words.
  - Thursday – ‘write’ focused activity using previously learnt phoneme/graphemes and new phoneme/grapheme and sight words.
  - Friday – ‘apply’ activity (activities and games to apply newly learnt phoneme/grapheme and sight words).
- Pupils who are not yet ready for phonics teaching to be supported with developing their communication needs (see table below).
- Tracker completed termly (saved on staff share) – stating number of phonics sounds learnt and remembered in assessment, high frequency words (out of first 100, then 200), followed by book band they are currently on.
- High expectations for pupils on green pathway to work towards completing all phases of phonics by end of Primary.



## Reading:

**Every pupil has a right to learn to read and we support them in achieving this vital life skill. They are learning to read so they can then read to learn. Independent reading is our ultimate goal.**

### Environment:

- Key vocabulary displayed for learning of subject knowledge around classroom– referred to regularly with children encouraged to read and use that vocabulary.
- All classes have reading area which is inviting and pupils are encouraged to access it daily.

### Text selection:

- Pupils reading books are linked to our school assessment tracker – book bands.
- Pupils read daily during first session of day and staff hear them read at least once per week (twice or more if they are not reading at home).
- Pupils encouraged to explore range of high quality texts in the classroom reading area – mix of fiction, non-fiction and poetry.

### Reading for pleasure:

- Reading for pleasure is modelled by the class teacher each day. In UKS2 and Secondary this will be a novel, in EY/KS1/LKS2 and complex this will be picture books, rhyming stories and song based books.
- Pupils encouraged to access the reading area in the classroom and read books of interest.
- Each class has been given £250 to choose their own books for their reading areas.
- Pupils receive incentive of book token to choose book from vending machine once ten books have been read by them.
- Pupils have read to a therapy dog and one is currently being sourced for the future.
- Children celebrate key days such as Roald Dahl day, World book Day where reading is celebrated with fun/interactive activities.

### Phonics:

- EY/KS1/KS2 pupils engage in phonics each day, focusing on one sound per week. Taught alongside high frequency words.
- Children consistently encouraged to apply phonics knowledge to reading texts in all lessons (not just English) and in their environment.
- During shared read sessions exploring texts in English, pupils are encouraged to read the texts using their phonics knowledge.

### Comprehension:

- Teachers ensure pupils have secure understanding of vocabulary in texts and have prior knowledge of concepts to enable them to understand and learn from texts.
- Pupils are questioned on their understanding on what has been read/they have read.
- Pupils are encouraged to make predictions in stories and summarise what has been read.

### Assessment:

- Progress in number of phonic sounds (EY/KS1/KS2), number of high frequency words, and book bands are tracked termly by teachers.
- Teachers can assess what book band is the 'best fit' by assessing phonic skills (using our trackers and linking to book band level) and reading age test.
- Children can take part in a GL assessment for dyslexia to get an indication if there are any concerns by staff or parents.
- Pupils are aware of their targets in their reading and parents informed through sharing these in reading diaries. Comments written in reading diaries relate to their reading targets so parents are aware of progression in these.

### Struggling readers:

- Those not making expected progress in their reading as shown in data from previous term will have extra input to practise their reading in class with their teacher weekly (at least three times per week).
- Those in bottom 20% have class based reading interventions – extra reading opportunities where they are heard read by teaching staff and extra phonics support (for pupils in EY-KS3).