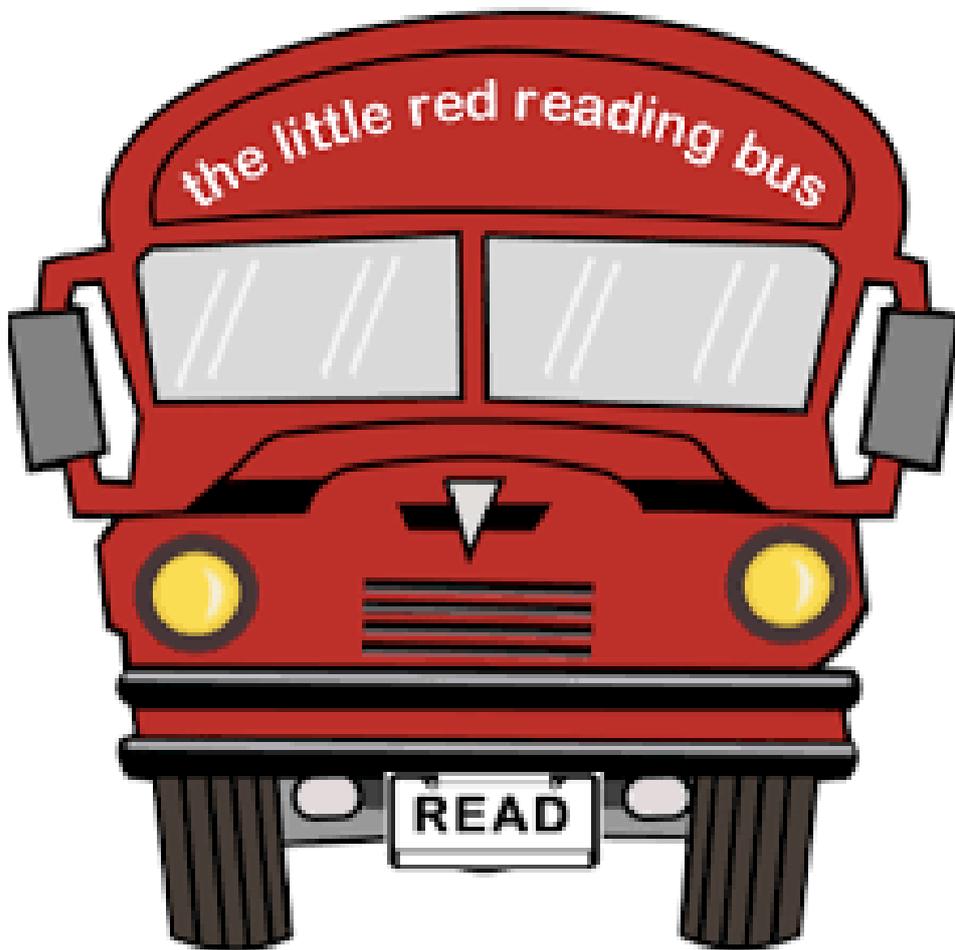


Angram Bank Primary School

Reading and Phonics Policy



Phonics

We understand that it is essential that we teach **phonics first** and intensively making sure that every child learns the phonetic code quickly. The National Curriculum requires us to teach phonics because it forms the building blocks of reading that every child needs to master the phonetic code as quickly as possible.

At Angram Bank we teach **phonics from the start**. Children begin to learn about sounds in nursery and are taught their first GPCs in their final term before entering reception. Our phonics programme **matches the expectations of the English National Curriculum and Early Learning Goals**. We have clear expectations of pupils' phonics progress week by week from FS2 to Y6 (see Phonics overview). This programme **aligns with the sequence of our individual reading books** which show a cumulative progression in phonics and common exception word knowledge.

Children who fall behind are **identified quickly** and are given targeted support immediately. In order to do this we have ensured that **all our staff** have been trained in the teaching and assessment of reading and phonics, all staff have had the opportunity to watch reading and phonics being taught and are able to draw on the expertise of other staff whenever needed.

The week by week and term by term expected progress in phonics can be found in the Phonics Overview.

Reading

At Angram Bank Primary School we prioritise reading and are determined that every pupil will learn to read, regardless of their background, needs or abilities.

Through reading we aim to develop pupils' vocabulary and language comprehension and introduce new concepts and ideas.

We understand how important it is not only to teach children to be fluent, confident readers but also to excite and engage them building a passion for reading and a deep love of books.

Children are therefore provided with a rich diet of reading and access to books from the moment they enter Nursery to the day they leave Year 6.

Reading throughout school is taught in a variety of ways:

- Reading in provision in EYFS
- Phonics Lessons -see policy
- Retelling stories
- Individual reading with the class teacher, reading teacher TA, LET team and reading volunteers.
- Reading Spotlights
- Whole Class Reading Lessons - Rocket Reading
- Reading Fluency meetings (RFM)
- Specific teaching of inference skills
- Being read to and reading individually on Seesaw
- Guided Reading Groups
- Use of The Reading Spine and Reading Spine Reconsidered
- Story Together Time
- The home reading Great Reading Adventure where children collect stickers to earn badges each time they read.
- Whole Class Reading and individual research for cross curricular activities.

- The use of specific resources such as Read Theory, 60 second reads, Story magazines, Picture news, Children's newspapers: First News.CGP study books.

We enhance our provision and promote a wealth of reading opportunities in a variety of ways: Displays linking reading to the wider curriculum; The Reading Garden; Time dedicated to independent reading; The School Library Service and visits from The Book Bus. We also give books as gifts and rewards during the year, and as prizes for the Reading Stars each week in Celebration Assembly.

Reading Progression

Each half term, the children's phonic phases are determined using the Angram Bank Phonics Screen (Appendix 2). This screen also includes a test of the common exception words at each phase. Pupil's books are then matched to their phonic level and these books include common exception words in line with each phase.

When a child reaches Phase 6 they continue their reading journey on book bands.

The progress of children in reading is carefully tracked and then discussed in Half Termly Health Checks and Pupil Progress Meetings. The bottom 20% of children in reading for each class are our Spotlighters. They each have an ITP containing reading targets which are worked on in interventions and throughout the day. This is a fluid process and our ambition is that children can be caught up quickly.

Reading Interventions

Key Stage 1

- Phonics intervention
- Spotlighters
- Priority readers

- Reading teacher
- CUKU

Key Stage 2

- Priority readers
- Toe by Toe
- Paired reading
- Y3 Phonics intervention
- Study Skills
- CUKU

Reading and phonics is discussed with parents in workshops, meetings and parents evenings and on Achievement Day. Children are also set reading challenges on Seesaw.

How do we teach phonics?

We follow Letters and Sounds when teaching phonics and therefore teach the phonemes in the order given in Letters and Sounds. We use the flashcards, rhymes and mascot from Read Write Inc as we find these resources engage, excite and motivate our children. They also help them to learn examples of how the phoneme is used.

We have replaced 'fly high' with 'bright light' and 'spoil the boy' with 'spoil the soil'.

- Fred the frog is our phonics mascot and is used in the teach section of the teaching session to introduce the phoneme.
- Common exception words are taught in line with letters and sounds (tricky words). We learn to read and spell them using the Angram Bank spelling songs.

Nursery

Nursery children begin to build on Phase One phonics on entry to Nursery. See Foundation Stage One Phonics Policy (Appendix 1).

What vocabulary do we use?

A **phoneme** is the smallest unit of sound.

A **grapheme** is a letter, or combination of letters that corresponds to a single phoneme within a word.

A **trigraph** is a type of grapheme where 3 letters represent 1 phoneme.

A **digraph** is a type of grapheme where 2 letters represent 1 phoneme. If the 2 letters are not next to one another this is a **split digraph**.

In a **blend** the phonemes are close but the individual sounds can still be heard.

Segmenting is when a word is segmented into individual phonemes for spelling.

Blending is when the individual phonemes are blended together into a word.

What do I need to remember?

- Phonics should be fast paced.
- Try to avoid activities that take a lot of time to play and spend little time focusing on the phonics.

- Try to avoid doing lots of new activities. This will mean that you spend lots of time teaching the games and little time focusing on the phonics. Choose good quality, efficient, phonics filled activities and stick with them.
- Reflect on each activity before you do it. If it does not involve all the children actively reading or writing it is not the most efficient use of this time.
- Your subject knowledge needs to be excellent and your sounds pure.
- The tricky words are to be taught in phase order from Letters and Sounds.
- Children should have a reading book matched to their phonic phase. Our reading books introduce the tricky words in line with the phonic phase of the book.

Phonics Progression

- Children are to be tested twice a term in order to determine their phonic phase.
- Children should be given intervention immediately if needed. This includes the children who do not pass the phonics screen in Year 1 or in Year 2.

What should my lesson look like?

We teach synthetic phonics systematically developing, consolidating and deepening understanding.

The phonics lesson should therefore be made up of 4 parts:

- Revisit
- Teach
- Practise
- Apply

Revisit

- In this part we revisit phonemes the children have already been taught. This can be as simple as fast paced flashcards, singing along the phonemes, fast fire letter names, vowel rap and Angram Bank spelling songs.

Teach

Fred the frog gets up to mischief and introduces the new phoneme.

We use key vocabulary from the start - this could be as early as nursery (phoneme, grapheme etc.)

Practise

In this part we practise reading and writing the phoneme/grapheme.

- Body grapheme using the Angram Bank letter formation chants (appendix 3).
- Saying the phoneme again and again in a variety of ways-overlearning here is the key.
- Write on big paper, whiteboards, paper floor, on your friend's back, chalk, paint with finger, anything exciting to get children to engage in the writing.

Apply

In this part we apply the phoneme when reading and writing words or sentences.

Please note: Misconceptions in Phonics should be addressed whatever the subject.

Whole School Reading Development.

Reading Fluency Meetings (RFM) and Whole Class Reading Lessons (Rocket Reading)

Reading Fluency Meetings

Following on from the strategies used to teach phonics, we have been developing and using a similar format to enhance the children's knowledge and skills in spelling pattern recognition, rapid word reading, accurate sentence reading and application of the learning in written format. The lessons are

designed to take place every day and are of approximately 10 - 12 minutes duration. They take place before the main reading lesson. (Rocket Reading)

Reading Fluency Meetings allow children to revisit previous learning -this may be from previous years or learning from the current year (especially important during this time of catch up and keep up after lock down) - and build on these skills. They provide a format where vocabulary that children will be coming across in their reading, writing or cross curricular subjects can be pre-taught investigated and rehearsed - this allows for pre-learning and over-learning which is extremely valuable for many children but especially SEND. The sessions allow children to benefit from rapid and frequent revisiting of spelling patterns, words and sentence structures, and naturally provides a multi-sensory experience. The meetings follow the same format as the phonics lessons: Re-visit, Teach, Practise and Apply. The following table demonstrates the types of content that may be found in each part of the lesson.

	Reading Fluency Meetings
Re-visit	<p>These Flip Chart pages consist of grids that allow children to revisit previous or current learning of spelling patterns and whole words. As each sound/spelling pattern/word is pointed at by the teacher, the class say it aloud - in this way if a child does not know it one day - the frequent revisiting allows them time to absorb and learn it so that they can join in on another day.</p> <p>The grids begin with a limited number of phonics/spelling patterns/spelling rules as appropriate, and then added to as familiarity and fluency develops through days or weeks. These are taken from the English Curriculum: English Appendix 1 Spelling and the phonics from KS1</p> <p>Year 3 begins by revisiting the work and phonics from KS1 (The KS1 grids and resources are utilised here.)</p> <p>Every year group revisits all previous learning to ensure confidence and competence. From this, gaps in learning can be identified, and individuals/groups/class can be provided with further interventions or CUKU to close the gaps.</p>

	<p>Individual spelling patterns/rules/words are selected to focus upon within the RFM sessions (Teach, Practise, Apply) or from within the English lesson (E.g. spellings/subject or genre specific vocabulary etc.) Mainly Tier 1 words, some Tier 2 words initially, but will eventually include Tier 3 words.</p> <p>Examples of Revisit Pages may include: Flash Grid Spelling Patterns; Rapid Reading Word/Vocabulary Grid; Key concept grids from Geography and History; Specific vocabulary from English genres/Geography/History</p>	
<p>Teach</p>	<p>This section focuses on a particular sound/spelling/word Using different methods to learn the spelling patterns, apply the spelling rules and know the meaning of the word and how to use it correctly in a sentence. Contractions can also be added to this section. Words can be selected from the Rapid Reading Grid.</p> <p>Examples of Teach Pages may include: Focus on accurate spelling E.g. plurals - words ending in 'y' - 'I' sound cry - cries, fly - flies, reply - replies (see Statutory requirements Year 2) This could be whiteboard work, spell the plural, select the correct spelling etc. Focus on addition of suffixes -spelling rules and word meanings, Vocabulary Bingo New vocabulary across English and the Big Bus Curriculum - Tier 2 and 3 words. Subject specific vocabulary. Vocabulary linked to genres being covered in English.</p>	
<p>Practise</p>	<p>It is essential that children are given time to practise the new vocabulary and demonstrate their understanding of definitions. This will take place in this section.</p> <p>This section gives opportunities to read the words within sentences and paragraphs. Sentences should be increasingly more complex and lead to the reading of whole passages.</p> <p>Reading the words in a sentence. These can be linked to other reading material (book study, writing models, whole class reading, class novel, Big Bus Curriculum, reading comprehension etc.)</p> <p>This section should also give opportunities to practise other desired features: Different types of sentences, Previously taught spelling rules, First, second and third tier vocabulary, Punctuation - identifying how punctuation tells us how to read the sentence,</p>	

	<p>Modelling how to read - speed, pace, intonation, This section also gives children opportunities to verbally answer VIPER questions. Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise. Ideal opportunities to verbally summarise passages using evidence from the text, but not necessarily by giving a direct quote - this is a considerable skill to learn - children need to know how to paraphrase what they have read and this takes modelling and practise.</p> <p>Sentence features</p> <p>Examples of Practise Pages and Activities may include:</p> <p>Sentences to read - these must be accurately written- demonstrating and modelling good use of vocabulary, sentence structure and punctuation. Use of Y3/4 and Y5/6 vocabulary lists and Tier 2 and 3 vocabulary should be utilised as appropriate.</p>
Apply	<p>This section gives children opportunities to use the vocabulary and sentence structure that they have been learning about and practising. Children should be challenged to write in particular ways E.g. compound, complex, begin with a verb etc.</p> <p>Children can apply their learning from previous sessions as well as ongoing learning.</p> <p>Useful if linked to particular writing tasks that can be utilised in writing tasks, comprehensions and Big Bus Curriculum.</p> <p>This section also gives children chance to respond in written form to VIPERS style questions, answering more complex questions - E.g. inference, explanations, summary.</p>

Rocket Reading lessons

Rocket Reading Lessons are based on ideas from Ashley Booth (A KS2 Reading Curriculum - The Teaching Booth), but have been developed further to meet the needs of Angram Bank children from Nursery to Year 6. They consist of up to 45 minutes of dedicated daily reading lessons and are intended to provide children with opportunities to read aloud and at a good pace. They are designed to familiarise children with a whole range of texts and genres, build stamina and fluency in reading, practise skills in oracy, develop confidence in finding their way around different texts and styles of writing, understand content, and build on the skills and ability required to respond to a range of questions linked to the texts both orally and in written form.

Over one week, as well as exploring aspects of the class story time together novel (KS2) the lessons allow children to experience a whole range of genres and subject matter. In this way children are exploring many aspects of a whole range of text types.

Depending on year group, particular features will be identified in every text: title, author, illustrator, genre, purpose, audience, writing style, content and vocabulary (subject specific and technical terminology).

Texts during the week will be linked in some way-they may be matched to a theme or genre being covered in the novel being read in story time together. For example, *The Boy at the Back of the Class* could have linked texts which cover refugees (explanation or report), evacuation during WW2 (letter) and an extract from a fictional text (E.g. *Goodnight Mr Tom*); writing lesson and other areas of the Big Bus Curriculum will also be utilised , e.g. journalistic articles, informative texts, non-chronological reports, poetry, history, science or geography themes; or they may be about an area of particular interest or subjects that are currently in the news - such as extreme weather, natural disasters or national and global interest such as Tim Peake's visit to the ISS or the Perseverance rover Mars landing - these will provide cultural capital experiences that some children may otherwise not come across.

During these lessons, dependant on the year group, a quick starter quiz will give children practise in the use of skimming and scanning techniques and 'right there' questions, VIPERS (vocabulary, inference, prediction, explanation, retrieve, summary) and SATs style questions will then be posed. Vocabulary and question stems from SATs will be utilised - What impression do you get from...Find and copy one word/phrase that suggests.... These types of questions are deeper and require more knowledge and skills. They will be addressed by children in different ways- independently, paired or after a class discussion. Some responses will be verbal, whilst others will be written. Giving children opportunities to verbalise their answers allows them time to practise oracy skills- structuring their thoughts and vocabulary to create fluent grammatically correct sentences.

With the implementation of our Reading Curriculum it is our intention that every child will become a confident and competent reader who not only enjoys the thrill and excitement that a good book can bring, but can discuss and debate the content of a wide range of texts and genres. We hope to nurture

not only a love of reading but also a knowledge of the purposefulness of reading and the consequential fulfilment that it can bring.

Appendix 1

Letters and Sounds

Phase One

Phonics falls largely within the *Communication, Language and Literacy* area of learning in the Early Years Foundation Stage.

In particular, it will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet.

The activities in Phase One are both adult-led with the intention of teaching young children important basic elements of the Letters and Sounds programme such as oral segmenting and blending of familiar words and high quality planned play activities which are weaved throughout continuous provision, this ensures all children have continuous access to a language rich environment supporting all the seven areas of learning;

Communication, & Language

Literacy

Personal, Social and Emotional Development

Mathematics

Knowledge and Understanding of the World

Physical Development

Creative Development

<u>Phase One</u>	
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

Each aspect is divided into three strands.

- Tuning into sounds (**auditory discrimination**)
- Listening and remembering sounds (**auditory memory and sequencing**)
- Talking about sounds (**developing vocabulary and language comprehension**).

Activities within the seven aspects are designed to help children:

1. Listen attentively
2. Enlarge their vocabulary
3. Speak confidently to adults and other children
4. Discriminate phonemes
5. Reproduce audibly the phonemes they hear, in order, all through the word
6. Use sound-talk to segment words into phonemes.

The ways in which practitioners and teachers interact and talk with children are critical to developing children's speaking and listening. This needs to be kept in mind throughout all phase one activities.

Appendix 2

Angram Bank

Primary School

Phonics

Screen

Testing Phase 1 letters and sounds

Robot talk the following words. Can the child blend them to a word?

P45 Letters and Sounds -avoid adjacent consonants at this point.

man cot hen tin

P48 Letters and Sounds states that an inability to do above does not prevent a child from moving to phase 2.

Testing Phase 2 letters and sounds *Contains all Phase 2 letters and vowels*

sat

pin

mad

cog

sick

run

hen

bull

hiss

huff

If child cannot read word check individual phonemes.

to the no go I into

Sam has tins and pans.

Mum sat on a mug.

Chosen because capital looks same as lower case and cannot guess end of sentence.

Testing Phase 3 letters and sounds *Contains all Phase 3 phonemes and vowels*

jam vet win box

yell zip quiz chin

ship moth ring wait

feet high coat coin

boot cook town bark

hair hear term

burn fork pure

we me he she be was

my you her they all are

Testing Phase 4 letters and sounds Contains all Phase 4 phonemes, blends and vowels

nest

band

limp

tent

sink

gift

task

belt

gulp

golf

milk

kept

next

trip

drank

grab

crisp

brand

frog

blend

flag

glad

plum

clamp

slept

spot

stop

twin smell prim
scoop skunk sniff
bench scrap shrink
strap thrill

said so have you like
come some were there
little one do when out
what

Testing Phase 5 letters and sounds Contains all Phase 5 phonemes, blends and vowels

play cloud pie

meat enjoy skirt

clue lawn wheel

dolphin chew doe

haul game theme

slide home prune

vision measure

oh their people

Mr Mrs looked

called asked water

where who again

thought through

work mouse many

laughed because

different any eyes

friends once please

find cold cent giant

blow field bread

happy chef chemist

due jockey apron

frequent wasp

music soup fly

crystal fudge thumb

gnome knock wreck

rustle purse noise

worry rather calf

wear mare walk

court taught search

worship social

patience

Appendix 3 Letter Formation

a Up the apple, down the apple,
around the apple, down the leaf.

b Up the boot, down the boot,
around the boot and off we go.

c Up to the caterpillar's head
then curl down his body.

d Up the dinosaurs bottom,
down, around, up to his head
and down to his feet.

e Chop it off, scoop it out.

f Up the flower, down the flower,
down to the roots and up to the
ground.

g Up the girl, down the girl,
around the girl, down her plait
and back to her ear.

h Up to the horses head, down to
his feet and over his back.

i Up the insect, down the insect-dot for his head.

j Up Jack, down his spring, back to the line and dot for his head.

k Up to the kangaroo's head, down to his feet, curl his tail and kick out his leg.

l Up the leg and down the leg.

m Up Maisie, down Maisie, mountain, mountain.

n Up Nobby, down Nobby, over Nobby's net.

o Up the orange, down the orange, around the orange and off we go.

p Up to the pirate's hat, down his plait, back up to his hat and around his face.

q Up her face, down her face,
around her face, down her plait
and point up her hair.

r Up the robot, down the robot,
over the robot's arm.

s Up to the snake's face and
slither down his body.

t Up the tower, down the tower, go
back for your sword.

u Up the umbrella, down the
umbrella, back up the
umbrella and splash in the
puddle.

v Up to the vultures wing, down
and up and off we go.

w Up to the worm's face, down
and up and down and up.

x Up to the boy's hand, down to
his foot and cross it off.

y Up the horn ,down the horn
back up the horn, down to the
ground and back to his ear.

Z Up to the top of the zip, along
the top then zig zag down.