



1. Intent

At Priory CE Primary we value reading as a key life skill, which enables all children to access all areas of the curriculum. We are dedicated to enabling our pupils to become lifelong readers, who are equipped to use reading skills within all aspects of life. Through exposure to enjoyable, varied and enriching phonically plausible texts, children will demonstrate a pleasure for reading. We aim to develop confident early readers that have a thirst for reading a wide range of genres and a passion to share this with others. At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

2. Rationale

The aim of phonics is to enable children to see the relationship between reading and spelling from an early stage, such that the teaching of one reinforces the understanding of the other. Decoding (reading) and encoding (spelling) are treated as reversible processes. It enables children to express themselves confidently, creatively and imaginatively, as they become enthusiastic and critical readers and writers of stories, poetry, and drama and non-fiction texts. We recognise and appreciate that quality first teaching of phonics reduces the need for later interventions.

3. Aims and Objectives

- to help children enjoy reading and writing in all their forms and recognise their value
- to enable children to read and write with accuracy and meaning in a range of different formats
- to increase the children's ability to link decoding and encoding and use this as a reversible process
- to encourage children to have the confidence to attempt reading and writing in all aspects of their daily life

4. Teaching and Learning

We use a variety of teaching and learning approaches and methods in phonics sessions, which exist as an explicit twenty-minute session outside of the Literacy lesson as recommended by the Rose Review and Letters and Sounds documents (2007).

Our principal aim is to develop children's knowledge of grapheme/phoneme correspondence, which Rose suggests should be taught in a clearly defined incremental sequence. For this reason, we follow the Letters and Sounds document (DfES 2007).

Phonics sessions will include a broad and rich curriculum which teaches children to blend phonemes all through the word in the order they appear to read words and to segment words into their constituent phonemes to spell. Sessions aim to be multi-sensory, engaging and enjoyable.

Children use ICT in phonics lessons where it enhances their learning, as in phonics games or activities. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the next steps for each child. Therefore, small ability based groups, sometimes cross year groups are most effective when delivering the specific skills that the children require to make the best possible progress and to ensure appropriate pace and expectation. Children are taught by a teacher or by a Learning support assistant (LSA) who are full trained in delivering effective phonics sessions.

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At Priory we follow Letters and Sounds – Principles and Practice of High Quality Phonics – A six phase programme (DfES 2007). We also use enhancements such as Phonics Play and Spelling Shed to provide an enriched Phonic curriculum.

Class teachers complete a weekly (short-term) plan for the teaching of the various phases taught during phonics sessions. The plan is organised into four parts:

1. Revisit and review – where skills that have been taught previously are consolidated, usually via a game or song
2. Teach – where the new skill or the objective of the session is taught.
3. Practice – where the new skills taught are practiced, these are usually reading or pair and share activities
4. Apply – where the new skills are applied to a new context to show understanding of the sound or rule, sometimes a writing activity carried out independently by the child

Staff must know and demonstrate that the content of each session meets the needs of their learners. The plans and resources are given to all people involved in the teaching of phonics. Evaluations of every session are kept within the Class teachers planning file and used to support the delivery of future sessions.

We envisage that when children come up through the school, phonics will only be taught explicitly till the end of Year 1. Year 2 phonics will be combined their EGPS expectations, unless a phonics-base approach is still required for individual children, perhaps those who did not pass the phonics screening Year 3 will follow on with the planning expectations taken from the National Curriculum (2014) See expectations section.

5. Assessment

Children's progress, including their graphemic knowledge and their ability to blend and segment are assessed individually. Assessment activities are taken from the end of each phase in the Letters and Sounds. After being assessed initially using a previous phonics screening test, the phase they are "working at" is recorded each term on Classroom Monitor i.e. entering phase 4, and discussed as part of pupil progress meetings. Any issues with the progress of any child is discussed with the English Lead. The SENCO can be consulted at any time to support and advise Class Teachers. Class Trackers and Assessment Records are used to help staff to plan appropriate next steps for the children.

The progress of groups and individuals is monitored by the Phonics Leader, English Leader and SLT. Support is put into place for individuals, groups of pupils or teachers who may require additional support.

Year Group Expectations:

These expectations are what are considered "on track" but our aim is for accelerated progress, so these guidelines are a minimum.

End of Nursery	Entering Phase 2
End of Autumn Term Reception	Secure Phase 2
End of Reception	Secure Phase 4
End of Y1	Secure Phase 5
End of Y2	Secure Phase 6
Year 3	Continue and secure phonics phases where not achieved/passed phonics screening

Where pupils do not meet the expectations for the end of EYFS (Expected ELG for Reading) they will continue to follow the EYFS programme of study to develop their word, reading and phonics skills alongside the Year 1 Programme of Study. If they are still struggling to decode and spell they will be taught through additional, intense phonics interventions.

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In the Summer Term of Year 1, the statutory Phonics Screening Check will take place and be administered as per the guidance provided by the DfE. Parents will be informed of the child's performance following this screening. Where children in Year 1 fail to meet the expected levels they will be receive small group, focused phonics sessions which specifically focus on the gaps in their learning. Pupils will retake the Screening test at the end of Year 2. If these children still fail to meet the expectation of the screening they will receive additional support in Year 3.

At any point during their time in EYFS/KS1 a child may be identified as having a specific Special Educational Need concerning their phonics. If this is the case then the SENCO would be consulted and relevant action would be taken, see SEND Policy.

6. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching. These documents set out the aims and objectives for each Phase and provide details regarding what is to be taught.

The Revised EYFS (2012) is broken down into areas of development. There are two main sections of the curriculum, the "Prime" areas and the "Specific" areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society. Phonics and Early Reading is taught through all Prime and Specific areas to ensure that children are continually striving to decode words and apply this into written contexts.

In the EYFS, Phonics is taught as a subject and through indirect learning opportunities. Through continuous provision children are exposed to a variety of phonics learning to further embed key concepts. Letters and Sounds provides a strong foundation for Early readers and through innovative and engaging phonics sessions, we aim to promote a lifelong love of reading. Evidence is gathered through observations and children's comments and collated in their Learning Journey books.

Assessment plays an important part in helping practitioners to recognise children's progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2020) which sets out a pathway of children's development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years lead tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads regarding achievement in the relevant strands.

The Prime areas of development are:

Personal, social and emotional development

Self Regulation
Managing Self
Building Relationships

Physical Development

Fine motor
Gross Motor

Communication and language

Listening and Attention
Speaking

The Specific areas of development are:

English

Comprehension
Word Reading
Writing

Mathematics

Number
Numerical pattern

Understanding the world

People, Culture and Communities
The Natural World
Past and Present

Expressive arts and design

Creating with Materials.
Being Imaginative & Expressive

7. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work during phonics sessions takes into account the targets set for individual children in their individual Pupil Passports. Teachers provide help with communication and literacy through:

- using texts that children can read and understand
- using visual and written materials in different formats
- using speaking and listening activities for pupil with speech difficulties
- using multi-sensory approaches to match children's learning styles
- using ICT, other technological aids and taped materials
- using alternative communication such as signs and symbols
- using translators and scribes
- Children who have phonics targets included in their Passports will receive targeted activities in English and other lessons to help to meet their individual needs.

8. Equality

Priory is a caring school that aims to provide a high quality education to all our pupils within a secure environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school:

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

9. Monitoring and Review

The subject leader is responsible for monitoring the standards in Phonics and Early Reading. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

10. Other related policies:

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment

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- Marking and Feedback
- Presentation and Handwriting
- English
- Creative Curriculum

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