

Granby Junior School



Phonics and Reading Policy

Date: January 2023

Review Date	Approved by	Governor Minute Reference
	FGB	

1.0 Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of phonics and reading at Granby Junior School.

This policy will be reviewed by the Phonics and Reading Co-ordinators in December 2023 or as required by the School Improvement Plan.

2.0 Curriculum Statement

2.1 Intent

At Granby Junior School we aim for all children to become competent, effective readers who decode accurately, read with comprehension and, most importantly, take enjoyment in reading which is carried forward as a lifelong love of the written word in all its forms.

We develop children’s positive attitudes to reading through a lively, engaging reading curriculum so that they are committed, independent and regular readers by the time they leave our school. We teach children the skills and strategies they need to be able to understand and read effectively, whether they are reading for pleasure or finding information. We introduce children to a wide range of high-quality texts, both fiction and non-fiction, and to excellent authors and illustrators, in order to help them evaluate and make informed choices about books they read or wish to read.

2.2 Implementation

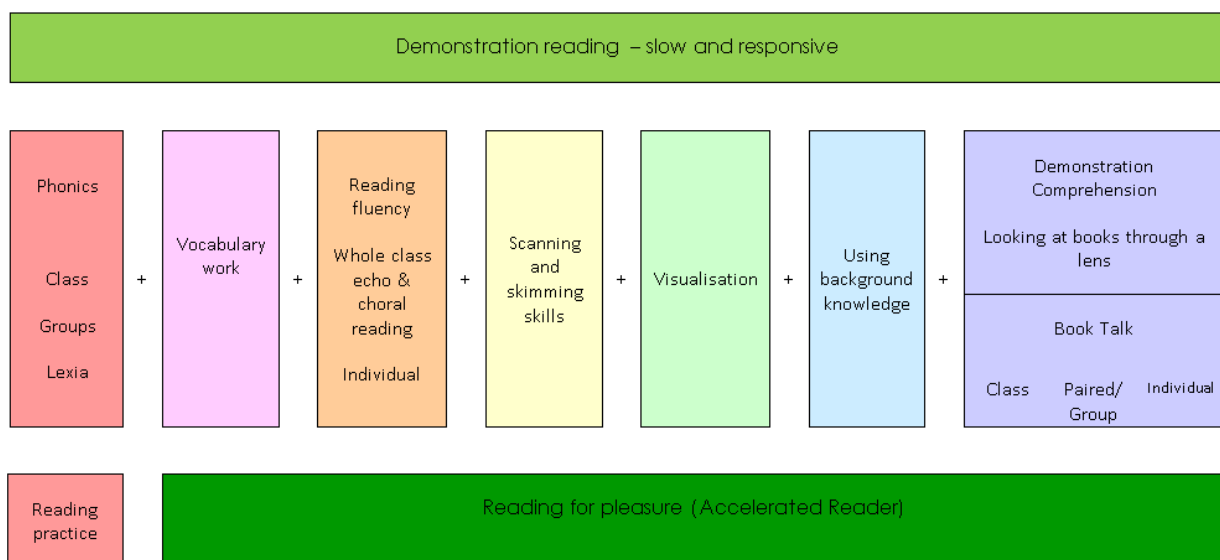


Figure 1 - Reading at Granby Junior School

Teachers create a positive attitude to reading within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in this area.

2.2.1 Phonics

We build on the work carried out by our main feeder infant school in phonics and continue to teach children using the Song of Sounds. In Year 3, those children who have not completed the Song of Sounds programme will continue to follow it whilst those that have completed it undertake revision work. Reading practice sessions are also undertaken to develop children's oral reading fluency. These run alongside the phonics sessions and apply sounds that have been learnt in a phase appropriate decodeable book.

Children in these groups take home a decodeable text containing sentences with the sound(s) that they have been learning to practice.

2.2.2 Guided Reading

We follow a clear and comprehensive scheme of work that both meets the requirements of the Key Stage 2 curriculum and is tailored to the needs of the children in our school. It combines the different strands of effective reading, encompassing:

- Vocabulary work;
- Analysing texts;
- Asking questions
- Skimming, scanning and reading closely
- Demonstration comprehension;
- Individual, paired and group book talk;
- Visualisation strategies;
- Identifying and applying background knowledge;
- Inference and deduction skills
- Choral and echo reading to develop fluency.

Teachers ensure that there are opportunities that allow children to engage with and apply their knowledge across a range of text types. Children are encouraged to ask their own questions and to articulate their thinking.

2.2.3 Independent Reading

Children use the Accelerated Reader program to track progress and encourage them to read. Online Star tests identify children's current reading levels and guide children to choose books at an appropriate level (their zone of proximal development or ZPD). On completing books, children take a short comprehension quiz and aim to score 100%.

Books can be chosen from our well stocked library, class reading corners or books from home. Those in the school's libraries/book corners are colour coded and categorised according to how challenging they are to read, starting at Book Level 0.9 and going up to Book Levels of 8+. Reading books from within their ZPD Range reduces the possibility that a child may become bored or frustrated with what they are reading, and increases the likelihood of their reading ability improving.

When children have read half a million words, this is celebrated with a special certificate. Children who have read a million words also receive a certificate and

become part of the Millionaire's Club. They take part in a special event at the end of each year.

3.0 Planning

Planning for phonics follows the detailed daily plans provided by the Song of Sounds.

Planning for reading fluency sessions takes into account the children's current oral reading fluency and the sounds that have been learned. To develop fluency, decodeable books may be selected from a lower phonics stage.

Planning for reading consists of three types: long term plans, medium term plans and short term plans.

3.1 Long term

Each year group bases its reading foci on the appropriate statutory programmes of study from the 2014 national curriculum for English and identifies the opportunities to develop skills across the curriculum.

3.2 Medium term

These plans consist of learning objectives and the identification of texts on the half termly overviews.

The Reading Leader will periodically check these plans to ensure continuity, curriculum coverage and progression throughout the school.

3.3 Short Term

This includes identification of reading lessons on a weekly timetable together with detailed plans for non-Book Talk sessions. The class teacher evaluates the taught plans to inform future planning.

Whole class teaching, co-operative group work, paired work and individual work are all utilised, as appropriate, by teachers to enable children of all abilities to progress.

Achievement in reading is promoted through display, discussion and demonstration. Children's written work is marked in line with the school's current feedback policy, allowing children to recognise and reflect on their own achievements.

4.0 Impact

We believe that reading is key to all learning, so the impact of our reading curriculum goes beyond the result of statutory assessments. In their journey through our school, children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, they acquire a deep love of literature across a range of genres cultures and styles.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts throughout the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire for children to be fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning in all areas of the curriculum.

We acknowledge how important the role of parents/carers is in listening to regular reading at home. Through regular discussion and the sharing of information, we aim to ensure that they have a good understanding of how they can support their child when reading at home. Organisers are used throughout the school to aid communication between home and school and most parents contribute regularly. Parents/carers are welcomed into school to support reading in the classroom.

5.0 Assessment, recording and reporting

We undertake a range of assessments in both fluency and comprehension. Information from these tests is compared to identify gaps between reading fluency and comprehension.

5.1 Phonics and reading practice

Those children who are in a phonics or reading practice group are assessed half termly using the phonics diagnostic and reading fluency tools. This information is shared with the reading and phonics co-ordinators so that appropriate whole school interventions can be planned.

Children in the reading practice groups undertake half termly reading fluency assessment. This information is shared with the reading and phonics co-ordinators so that children can be grouped effectively accordingly to their fluency and additional support can be planned in where required.

5.2 Accelerated Reader

On completing books, children take a short comprehension quiz and aim to score 100%. Teachers and the Reading Co-ordinators monitor the results regularly, checking the number of quizzes taken and the quiz results to ensure that children are reading at the optimum level and to offer support.

5.3 Star Reader

Fluency and comprehension assessments are undertaken termly using the Star Reader programme within Accelerated Reader. This provides 34 multiple choice questions of graded difficulty which are designed to give a reading ability between 4 and 18 years of age. All questions use words in the literal sense, making them accessible for children who have English as their second language.

The Star Reading test also assesses a child's comprehension skills and indicates the difficulty level of books that they should be reading.

Assessments are tracked to identify progress and the need for intervention. The results are also compared with the comprehension assessments from the termly summative assessments.

5.4 Written Reading Comprehension/Summative Assessments

Children complete termly written comprehension tests to assess their ability to apply their learning to a range of texts and question types independently. Summative assessment of reading comprehension at Year 6 is completed using SATs comprehension papers.

5.5 Book Talk Sessions

Formative assessment is undertaken by the teacher during the Book Talk sessions. This informs class planning and enables progress to be celebrated/support offered as appropriate.

Information from both formal and informal assessment is taken into account when making teacher assessments. Children are also encouraged to consider their own development and progress through regular reviews.

A written report is provided to parents in the summer term to advise on each child's attainment, attitude and effort in reading.

For a more detailed account of Assessment and record keeping please refer to the school's feedback and assessment Policies.

6.0 Equality and Inclusion

Children of all abilities enjoy and benefit from the study of reading at Granby Junior school, and teachers are able to adapt teaching to respond to the strengths and needs of all pupils enabling them to achieve.

Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these through adaptive teaching. High-quality teaching approaches to engage and support the needs of all pupils are used within the classroom and group sessions. Assessment of pupils' progress is employed to identify barriers to learning and develop strategies to support all pupils through a graduated response – including but not limited to those with SEND, those of high ability, and those with English as an additional language.

Adaptive reading teaching focuses on the whole class while providing scaffolding such as differing levels of support, access to resources, modelled first step examples or focused questioning to those who need additional initial support or challenge in order to access the same ambitious curriculum and meet our high expectations.

7.0 Diversity

At Granby Junior school our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

In reading children learn about diversity both in terms of cultural diversity and that of gender. This is achieved in many different ways:

- The inclusion of multi-cultural books and those including gender models in the class libraries at all levels;
- Reading books written by a wide range of authors including those that are not western, British or Christian;
- Reading about cultural and gender models in lessons e.g. Year 3 learn read about Mohammed Ali during Black History month;
- Reading about non-western and non-Christian cultures and views.

7.0 Health and Safety

Consideration for health and safety is considered before a topic is introduced in the classroom. The curriculum guidelines within each topic are taken into account with reference to HES Health and Safety guidelines.

8.0 The role of IT

IT is used to complete the regular reading quizzes. It is also used for the termly Star Reader assessments. Work may be recorded using data processing applications or recording software.

9.0 Resources

A number of electronic resources can be accessed by teachers through the English folder kept on the school's server.

The school library and individual class libraries all contain a large range of quality texts. These include both fiction and non-fiction. All children receive a reading book that is appropriate to their phonics stage/zone of proximal development.

The decodeable reading books closely match progression through The Song of Sounds phonics programme. These books are located in the New Block atrium area.

Our reading books are drawn from a wide range of reading schemes to ensure that our children have choice and enjoy a breadth of reading opportunities.

Children also have access to a range of electronic texts on Purple Mash and Lexia.

10.0 The Role of the Reading and Phonics Subject Leader

The Reading and Phonics Subject Leader should:

- Take the lead in policy development and the monitoring and evaluation of the reading and phonics curriculum to ensure coverage, progression and continuity across the school.
- Support colleagues in their development of planning, implementation of the curriculum and in assessment of the children's progress.
- Monitor progression in reading and phonics and advise on action needed and areas for future focus or development.
- Take responsibility for the purchase and organisation of central resources for reading and phonics and to manage the subject budget.
- Keep up to date with developments in reading and phonics education and to disseminate information to colleagues as appropriate, including professional development opportunities.
- The Phonics and Reading Co-ordinators will observe phonics and reading lessons throughout the school in order to ensure continuity and progress across year groups. This also provides an opportunity to support class teachers, talk to children about their experiences and celebrate good practise.