

# READING & PHONICS POLICY



## The Meadowfield Reading Culture

Reading is the key that allows access to all learning; without the requisite skills children cannot confidently take the next step of their learning journey or fulfil their true potential. At Meadowfield, we are passionate about inspiring our children with a love of reading and a curiosity to find out more about the world by engaging in Book Talk and applying independent skills. We take responsibility for our least able children and those who do not have support beyond school by providing timely interventions (through 1:1 reading, guided reading groupings, RWI, Fresh Start and Alpha to Omega). Not only do we strive to provide children with the tools they need to succeed in test conditions, but we also take the time to develop each child as a unique and independent reader - ready to voice their preferences and opinions and be the very best version of themselves.

## Communication

At Meadowfield Primary School, we hold high aspirations for all our pupils. We invite parents/carers to regular phonics meetings and 'stay and play' sessions to demonstrate how they can help their children read at home (e.g. sessions to explain the use of pure sounds, the RWI teaching process and the phonics screening check). We prioritise celebrating children's reading and writing with parents/carers. We organise events where they can come into school to share books, play phonics games and speak to staff. In addition to parents/carers using the child's reading diary to record home reading, staff also use these during 1:1 reading sessions.

## Ambition

We deliver a progressive reading curriculum from EYFS to Year 6 covering all genres and teaching the reading skills needed for each step of the learning journey. Our pupils in EYFS and KS1 learn to read and spell effectively and quickly using the Read, Write Inc (RWI) phonics programme. This SSP (systematic synthetic phonics) scheme sets high expectations for all children; our aspiration is for our children to move from learning to read to reading to learn. We adopt the RWI approach of 'keep up, not catch up' and implement 1:1 interventions to ensure the children keep up with the pace of the scheme.

In Read Write Inc. phonics pupils:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills;
- read common exception words on sight;
- understand what they read;
- read aloud with fluency and expression;
- spell quickly and easily by segmenting the sounds in words.

## **Resilience**

Our school promotes a love for reading and writing; we want our children to enjoy and develop a passion for reading both for academic success and for their health and wellbeing. Praise for positive, resilient learning attitudes and behaviours is fundamental for children progressing through RWI. Children enjoy the use of Fred talk and Fred games which are embedded throughout the day. Throughout school, they use Meadowfield Book Talk to engage in quality literary discussions and give voice to their thoughts and opinions. Children who require further support after KS1 access interventions to continue their learning. This is through the use of RWI, Fresh Start or Alpha to Omega (or Toe by Toe / SpLD).

[from English Policy]

In EYFS, children explore and investigate books and stories. Reading lessons focus on labels, captions and simple sentences plus emerging phonic awareness. The Library is used as a peaceful space to visit where the children can discover books.

We use Read Write Inc to teach phonic learning (across EYFS and KS1).

Also in KS1, children access a wide range of books for home reading and across the curriculum. By investing in books as home readers, for classrooms and the school library, we are committed to encouraging children to read for enjoyment. **Children are taught through daily reading sessions using the RWI materials and take home books that match the sounds they have learned.**

In Lower KS2 children are taught reading through English lessons and guided reading sessions, alongside additional 1:1 reading, paired reading and RWI interventions (where appropriate). **Reading is taught and planned for daily with overarching objectives included in weekly English planning.**

In Upper KS2, our goal is to encourage independence, resilience and stamina so that our readers apply their skills across the curriculum. We teach reading through English lessons and guided reading sessions. Children requiring additional support for reading take part in the Fresh Start programme. **Reading is taught and planned for daily with overarching objectives included in weekly English planning.**

In guided reading lessons, adults are engaged in hearing individuals read, modelling thinking, asking a wide range of questions (covering all assessment strands and using Meadowfield Book Talk) and facilitating independent comprehension challenges. Independent reading sessions focus on stamina, resilience and active reading; these take place **in addition** to timetabled guided reading.

Parental involvement is really important at Meadowfield; reading breakfasts and/or publishing parties allow parents/carers and children to enjoy reading together. We use quality home/school reading records to support the dialogue with home.

**We also place great emphasis on reading and listening to books for pleasure; class story/novel time is included in all classes' timetables.** We share our own love of reading with the children (teachers as readers/readers as teachers) and encourage book talk, recommendations, favourite authors/genres etc. We embrace opportunities to share and explore our reading through whole school activities relating to *World Book Day* and online book festivals, book fairs, inter-class projects, reading partners and much, much more. We encourage children to explore performance skills linked to reading through class assemblies, plays and poetry recital.