



Datchet St. Mary's C of E Primary Academy

Teaching Reading and Phonics Policy

Reading is a complex skill with many components. Phonics secures the skills of word recognition and decoding, which allow children to read fluently and automatically and thus achieve comprehension, the ultimate goal of learning to read. At Datchet St. Mary's we have adopted a comprehensive and consistent approach to the teaching of reading and phonics throughout our school. Reading opens doors to a world of knowledge and should be a rewarding and valuable experience. By laying firm foundations in this crucial area, our children will be able to fully access all areas of the curriculum and develop a lifelong enthusiasm for reading.

We have a wealth of children's literature in school, ranging from poetry, classics, picture books and non-fiction texts, together with structured colour-coded reading scheme books. Reading is supported by ICT, story tapes, video clips, big books and a wide range of resources. Our school library extends class libraries and is an opportunity for children to choose from a wide range of non-fiction books.

Our aims:

- To ensure that our children develop a love of books and reading
- To create a language-rich environment, where books are an integral part of learning
- To deliver a structured and consistent approach to reading and phonics, developing reading strategies and skills
- To encourage the role of parents in supporting children's reading
- To monitor and assess reading progress, identifying those who need reading support
- To reflect the Christian ethos of the school through the reading of bible stories

Our phonic approach:

Foundation Stage:

Children are introduced to letter sounds in Nursery using Jolly Phonics, where letters are linked to actions. In Reception this knowledge is consolidated and linked to Letters and Sounds, a planned and structured programme of high quality phonics teaching, which has 6 phases. Children are expected to be secure up to Phase 3 of the programme and Phase 4 will be introduced briefly, depending on level of ability.

Key Stage 1:

Our Year 1 children will be introduced to Phase 4 and 5 and once children have a sound understanding of the key knowledge and skills within the programme they will be introduced to the final phase in Year 2. Children working below Phase 5 will be working in Phonic Support Groups in order to reinforce earlier teaching.

Children who are reading at a low level will be offered a specialised intensive reading programme, either Wave 3 Intervention or Reading Recovery.

Key Stage 2:

Children who have not achieved phase 5 by the end of Year 2 will be given TASS support, i.e. specialised teaching from an external support service following the Ruth Miskin programme.

Our reading approach:

Throughout school, classes will be involved in focused reading activities every day. Children will experience a range of the following activities, including:

- 1:1 reading with an adult
- Guided reading with the class teacher
- Independent reading sessions
- Reading comprehension activities, linked to their reading and other curriculum areas
- Focused phonic/spelling sessions
- Opportunities to select new books from the class or whole school library for sharing with parents/carers at home.

A variety of reading schemes are used which are all levelled by book bands to include Oxford Reading Tree, Big Cat and Spirals among others.

Assessment:

Reading is monitored by regular assessment through observation, reading and spelling tests:

- PM Benchmark is used to check the child's reading age at the end of each school year
- National Phonic Screening determines phonic knowledge in Year 1
- SATs tests, delivered nationally, assess end of year attainments for Years 2 and 6
- Reading APP assessments are recorded for KS1 and KS2 children