



Meole Brace

C of E Primary School and Nursery

Reading and Phonics Policy

Policy: Reading and Phonics	Date Policy adopted: November 2024
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Meole Brace C of E Primary School and Nursery Reading and Phonics Policy



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1. Aims

Our principle aims - from the National Curriculum in England - for Reading are to:

- put reading at the heart of the curriculum, enabling children to move from “Learning to read to reading to learn”.
- provide pupils with the ability to understand what they have read and use that information for a given purpose.
- inspire pupils to develop a ‘lifelong love of reading’
- ensure that pupils develop fluency to confidently read at speed (90 words per minute).

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading.

(The Reading Framework 2022)

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.
-- Dr. Seuss



2. Intent

Phonics

The Bug Club Phonics programme is centred around an accessible and inclusive teaching approach, providing a fully resourced Systematic Synthetic Phonics programme based on a proven progression. This enables our children to not only develop their academic ability to read and write, but also fosters positive attitudes in both areas. This motivates reluctant readers and writers and boosts children's confidence and enjoyment right from the beginning of their learning journey. Phonics sessions also provide invaluable opportunities to develop our children's early language skills, giving them a solid foundation for the development of their Oracy skills and ensuring that they have all the tools they need to become effective and proficient communicators.



Reading

We love reading at Meole Brace Primary School and Nursery and we want all our children to share in the pleasure that can be gained by the love of books. Reading is a fundamental life skill enabling pupils to access the whole curriculum. Reading is the key to academic success and so to ensure this, we have a holistic approach to the teaching of reading. Children in our school smoothly move along their reading journey of "Learning To Read" to "Reading To Learn." Learning to read through regular Guided Reading sessions with the teacher, through reading to an additional adult or reading with their peers.

Reading is at the heart of all learning and developing reading skills and fluency is vital for children to make progress in all subjects. Through books, children engage with the topics they are discovering and can explore the diverse world in which they live. As a way of showing our love for reading, teachers regularly read to their class. We believe there is value and pleasure to be had in sharing a book together and finding out where that story takes us. We want our children to be skilled, enthusiastic readers who have a lifelong love for reading.

The early stages of reading allow children to have secure and embedded phonic knowledge to support them with sounding out unfamiliar words. As these skills develop, they will become fluent readers able to use their skills across the curriculum. Children are encouraged to explore texts at depth, answering questions, giving opinions and showing a growing understanding of a wider vocabulary.

3. Implementation

Phonics in action

Within daily phonics lessons across EYFS and Key Stage 1, children develop their listening skills and learn to recognise and pronounce the sounds that a letter or groups of letters make. They build their knowledge carefully over time to allow them to apply their phonic knowledge to blend sounds to read and segment sounds to spell.

Underpinned by the teaching sequence of Letters and Sounds, phonics lessons are structured in the same way every day with an introduction, revisit, teach, practise and apply element to each session. This provides the children with consistent routines that they become familiar with, thus supporting their ability to retrieve, recall and apply their phonic knowledge. As well as activities for blending for reading and segmenting for spelling, language sessions also teach 'tricky' common irregular words. Any new vocabulary encountered is unpicked, with focussed time given to developing children's understanding of language and to orally rehearse and apply this in a range of contexts. Oracy components of:

- Learning **to** talk, listen and communicate
- Learning **through** talk, listening and communication
- Learning **about** talk, listening and communication

underpin all elements of our phonics teaching, providing our children with rich opportunities to hone and practise these skills alongside their developing phonic knowledge.



Putting the children first

Our teachers work tirelessly to implement a multi-sensory approach in the teaching and learning of phonics, adapting teaching and supplementing the provided materials with a range of visual, audio, oral and kinaesthetic activities and resources. This enables the children to secure and embed the taught knowledge and skills in a range of meaningful contexts, thus increasing fluency, confidence and engagement.

Through careful and continuous assessment, teachers are quick to identify any gaps and respond to the needs of any key groups of children, adapting day to day planning as required and providing timely and effective intervention to close the gap and support all children in achieving their potential. This careful monitoring continues into Key Stage 2, with targeted intervention in place to ensure that children with any continuing gaps in their phonic knowledge are supported in consolidating and developing their ability to recall and apply the alphabetic code.



Reception and Year 1

Daily Bug Club Phonic sessions

Year 2

Autumn 1 – Daily Phonic sessions linked to Bug club

Catch-up Groups

Extra Bug Club Phonics

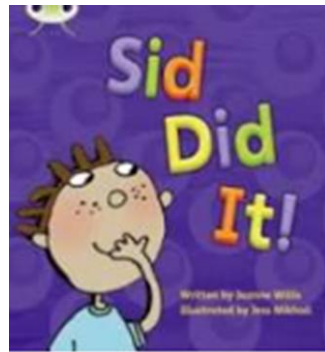
Reading Simplified games to support children to blend

Reading

Reading happens throughout the school day in most lessons; however, a dedicated daily reading session is delivered every morning.

Reception and Year One

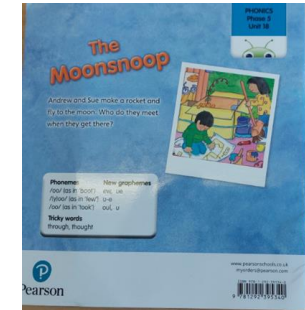
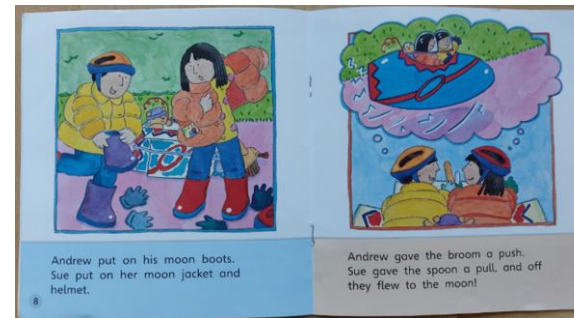
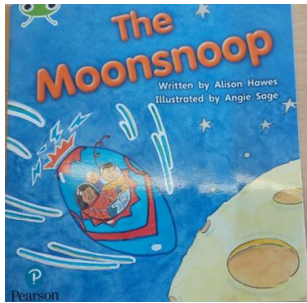
Children in Reception and Year One read fully decodable books from the Bug Club Phonics Programme. In Reception, children have an adult led guided reading session twice a week and are also heard individually. In Year One, children have three adult led guided reading groups a week and are also heard individually. Books used in these sessions match directly with the phonemes being taught in the children's daily phonic lessons and allow for children to practise and embed the application of phonics. Our books match those linked to our carefully selected Systematic Synthetic Phonic Programme and include a wide range of titles to engage the reader.



Year Two and Year Three

Children take part in a timetabled reading carousel throughout the week. In Year Two, children have two adult led guided reading sessions a week and are heard individually. In Year Three, children have one adult led guided reading session a week and are heard individually. Some children may need to further embed their phonic knowledge to blend words when reading and will therefore continue to be supported with decodable texts. Every child has their own Bug Club Online account, where they can access books matched carefully to their reading level at school and at home.





Catch-up Groups

- Bug Club Phonics
- Reading Simplified - Switch It.
- Nessy

Year Four, Five and Six

From Year Four, daily reading sessions are centred around a class book, usually linked to the learning theme and the anchor text in Literacy. Throughout the week, children participate in comprehension activities linked to specific chapters, with a focus on **Vocabulary**, **Inference**, **Prediction**, **Explaining**, **Retrieval** and **Summary**. Monday's session is always the class read, then throughout the week children work on the other areas, recording in their reading journals.

Week beginning 19th September

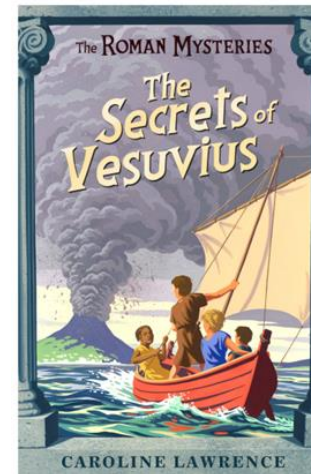
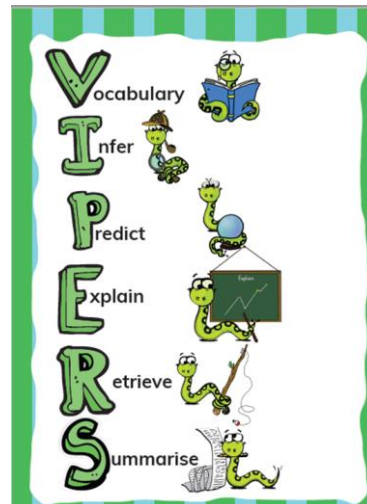
Learning Objectives:

Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in the English programmes of study

Explains how language and presentation can contribute to the meaning of a text

Draws inferences such as inferring characters' feelings thoughts and motives from their actions

Makes predictions based on details stated and implied



Catch-Up Groups

- Totum Book Scheme
- Tallisman Book Scheme
- Bug Club Phonics

Practice makes Permanent

Research shows that children need to practice blending regularly and develop their phonic skills to become fluent, confident readers. We actively encourage a culture of reading at Meole Brace, and have developed reading spaces throughout school. Calm, inviting reading areas within every classroom offer spaces where children can enjoy books and read for pleasure, allowing them to build their confidence and rehearse reading skills. Reading corner books are regularly changed and have been carefully selected to interest the children, offering a range of classic texts, fiction, non-fiction, familiar books, poetry and topic-based books along with the key texts children will be using in Literacy lessons.

Children in every year group have bookmarks or posters included in their reading diaries which help them to understand the expectations of their reading by the end of the year, giving them a clear understanding of where they are in their reading and what they can do to improve.

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 Praise
 Respect
 Community

Y6 National Standard

Comprehension

- *I can recommend books to others based on my own reading preferences, giving reasons for choice.
- *I can explain how language, structure and presentation can contribute to the meaning of a text.
- *I can draw on contextual evidence to make sense of what I am reading.
- *I can comment on how language, including figurative language, is used to contribute to meaning.
- *I can ask questions to enhance understanding of the text and I am able to make comparisons within and across different texts.
- *I can infer characters' feelings, thoughts and motives from their actions.
- *I can make predictions based on details stated and implied.
- *I can distinguish between statements of fact and opinion.
- *I can retrieve, record and present non-fiction information to the reader. I can identify key details that support main ideas and summarize content from more than one paragraph.
- *I can explain and discuss my understanding through formal presentation and debate.

Word Reading

- * I can use my phonic knowledge to read books quickly and accurately including unfamiliar words.
- * I can read most Year Two Common Exception Words.
- * I can read words with suffixes such as *ly*, *ed*, *ful*, *ed* happily, thoughtfully, accurately.
- * I can read words of two or more syllables: *an joy ment*
- * I can read fluently with the correct intonation.
- * I can spot when I read something incorrectly and go back and check it.

Structure of Texts

- * I can talk about the structure of Non-fiction books.
- * I can recognize repeating words and phrases in texts.
- * I can talk about the sequence of texts.
- * I can talk about what has happened so far in a text I am reading.

Poetry

- *I can recite a range of poetry by heart.
- *I can prepare poems and plays to read aloud to perform the meaning clear to the audience.

Word

- *I understand root words, prefixes and suffixes and locate examples in a text.
- *I can fluently and effortlessly with instruction, time and volume, read a range of appropriate texts including novels, stories, plays, poetry, non-fiction, reference books and text books.

I know some poems off by heart.

I can answer questions about the text and make inferences.

I enjoy reading and can recall some familiar stories.

I am able to identify words I don't know the meaning of and ask an adult to explain to me.

I am able to share my favourite words and phrases and listen to my friends opinions.

Reading spines

Year group reading spines have been carefully designed to offer children a variety of key texts to experience, all of which are routed in year group topics to provide context and meaning. Chosen for their technical merit, anchor texts provide a driver for teaching and learning within the classroom whilst a range of book corner and storytime texts are chosen to provide the children with a wide range of genres and styles to experience and enjoy.



Our School Library

Our well-established school library is regularly enjoyed by all children. Classes visit the library weekly so that they can choose a new library book to take home and share with their grown-ups or enjoy independently. A wealth of texts, covering a wide range of genres and topics provides the children with the opportunity to find out more about a particular subject, enjoy the latest fiction book or discover new genres and authors they may not have encountered before.



Our Reading Partnership

We recognise the valuable impact that reading at home can have. We encourage children to read every night as part of their homework and ask that reading diaries are signed. Learning objectives from Guided Reading sessions are displayed in reading diaries in order that parents/carers can see the reading skills children are developing each week and make comments that reflect them.

Week beginning 3rd October

Text: The Jade Emperor and the Four Dragons.

This week in our Guided Reading sessions, we will be focusing on the following learning intention.

Applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately.



Reading Workshops are delivered by the Literacy Team every Autumn Term. These are split in to:

- Reception and Year One
- Year Two and Year Three
- Years Four, Five and Six

These workshops cover the benefits of regular reading as well as how to support children at home with word reading and comprehension skills. They offer an opportunity for parents/carers to put some of the strategies covered into practice by completing phonic based activities and reading tasks with their children as part of the session. Reading leaflets have been created to support these workshops, providing detailed ideas for parents to use at home, alongside a **'Supporting Your Child at Home'** page on our website. This includes links to the Workshops, reading leaflets and a range of other useful website links and resources.

Here are some questions to help you think about what you are reading.

- Can you break it up into chunks (syllables/words)?
- What words do you know?
- What reading the rest of the sentence help us?
- What's the special sound?
- What sound do these letters make?

Inferring Questions

These are questions where the child is asked about something which is, usually, in the text.

- Who is the main character? How do you know?
- What is your favourite part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...
- What part of the story had the most fun?
- What do you think is happening next?
- What might this mean?

Things to support reading comprehension.

- Can you break it up into chunks (syllables/words)?
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Other questions to think about.

- Can you find a word/phrase/sentence that describes you that...?
- What other word on this page means the same as...?
- When do you think we go next?
- What do you think this book will be about? Why?
- What might... say about that?
- Do any pictures/paragraphs deal with the same theme?
- Describe different characters' reactions to the same event.
- What is better and why?
- What is most different about the two characters?
- Why did the author choose this subject? What did influence the story?
- What do you think the author meant by...?

At the end...

- How/where does the story start?
- What happened at the end of the story?
- What is the problem in the story? How is it solved?
- Can you retell the story for me?
- What is the main point in this paragraph?
- Can you think of another story with a similar theme? Which one can you explain like this?
- Do any pictures/paragraphs deal with the same theme?
- How has the author made you feel happy/sad/angry?

Getting involved with reading

The reader
Until they are fluent readers, younger children will benefit from reading aloud to you as often as possible.

Before reading look at the book cover and talk about your child's expectations. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?

While reading support your child when unknown words need tackling. You can speed them up, split them into syllables, or identify suffixes and prefixes. Remind your child to listen to the words while reading them. To make sure that they make sense, there is 'hearing' check.

After reading talk about the book. What was it about? Did it match your child's expectations? Ask questions beginning with the words how and why to check that your child has been able to read between the lines. Ask whether anything seemed puzzling. Then ask your child to explain what they did or didn't like and why.

Remember, reading doesn't always have to involve a book!

Sometimes, sitting down to read their school book can feel like a bit of a chore. Don't forget, there are so many different things you could do with your child which will be equally as valuable in helping to develop your child's phonic recall and confidence when it comes to reading and writing. Here are a few ideas to try.

Bug Club Online World—Make the most of the bank of online eBooks to enable your children to practise their skills, earn and enjoy spending rewards and access a wide range of books to read for pleasure.

Sound sort—use objects or picture cards and put them in a lucky dip bag or a sand tray. Pull out an object/picture, name it, identify initial sound and sort.

Triles and Bites—Set up some 'gongers' labelled with a phoneme. The children pick an object/picture out of a lucky dip bag then deliver it to the correct gonger.

Who's in the bag?—Fill a box with a collection of objects that all start with the same phoneme. Pull out the objects and see if children can recognise the common initial sound.

Writes in any way that excites them—chunky, chalk, rainbow words, on the floor, in the air, on their hands, on a friend's back.

Walk the phoneme—Use the phonemes you've been practising to make simple word cards. Set up a plank and explain that only gongers who can read the word can walk the plank.

Hopscotch—Use a hopscotch style grid with different phonemes written in them. Then give the children the challenge of jumping to particular ones in a particular order.

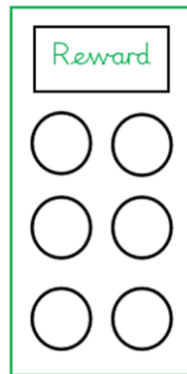
Buried Treasure—Hide four cards with real and made up words on them apart into 'treasure' and 'trash'.

Sensory tray—Use finger in sand/foam trays to make patterns. Use letter shapes or words words.

Blending cards—Write a word and add sound letters. Then drive the car along the sound letters to encourage them to blend.

Reading Rewards

Children from Reception to Year Six are encouraged to read at home with parents/carers. As well as teacher's passion and praise inspiring children's motivation to read, Reading Rewards are used as an extra incentive, with children receiving a sticker to add to their chart for every week they read at home. When their chart is full, children can choose a reading prize.



Adaptive teaching

At Meole Brace, reading offers a progression of knowledge beginning with phonics, developing reading fluency and then reading for meaning through comprehension activities. In order for reading to be accessible and inclusive for all, teachers anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation.

These considerations include:

Creating an Inclusive Environment

- A learning environment that is purposeful and works for all pupils
- Vocabulary rich classrooms which are frequently referred to
- Visuals linked to key vocabulary ensures all learners are able to access it
- Topic specific vocabulary and questions displayed on learning walls
- Phonic and spelling walls in every classroom
- Knowledge mats for all foundation subjects outlining key vocabulary and meaning
- Book Corners are regularly changed and contain a range of high-quality texts including classics, topic specific books and key literacy texts
- All children across school access the library regularly where they can borrow books to share at home. Children have access to a range of texts including early readers, non-fiction, picture books and poetry and are encouraged to develop their sense of reading for pleasure.
- Daily story time in all classes enable teachers to read for pleasure and model good reading techniques.

Supporting learners who are reading below age-related expectations

- Phonics is our priority for these children. Opportunities provided to practise their recall and application of phonemes.
- Word and picture banks of key vocabulary (driven by the context within which you are working)
- Sound knowledge of current reading phases/colour bands and other assessment (phonics/CEWs) ensure that children are given reading tasks which are appropriate and accessible to individual needs
- Pre-teach of key vocabulary
- Pre-teach of new focus texts to support recall of story, sequencing of key events and understanding of new vocabulary
- Children given a range of oracy-based opportunities to retell familiar stories through story maps, puppets, role play and talk for writing.
- Sound buttons and tiles are used to support
- Use of Switch-It game to support development of letter sound knowledge, recognising graphemes, segmenting, manipulating and blending sounds, reinforce the alphabetic principle
- Access to Dyslexia friendly books for KS2 learners. These high interest, low reading age books are used to encourage engagement and enjoyment of reading for all learners
- Guided reading intervention using phonic based texts for Catch-up Readers. These highly structured, engaging books are designed with an interest age of 8-11 to develop independent reading strategies

Supporting learners who struggle to retain vocabulary

- Children given a range of oracy-based opportunities to retell familiar stories through Talk for writing. Actions are used to retain key vocabulary.
- Where applicable, links are made to other areas of the curriculum to consolidate key vocabulary and provide context
- New vocabulary is planned for and taught in context and added to learning walls/word banks
- Speech and language interventions, including Talk Boost, NELI
- Pre-teaching of vocabulary, including syllables, rhyming, word meanings using visuals to support
- Clear definitions and explanations of new vocabulary
- Oral rehearsal of new vocabulary with use of actions/gesture to aide recall
- Given opportunities to listen to strong models and practise

Supporting learners who struggle with developing fluency

- Adults model reading fluently in lessons and during Storytime
- Key texts and familiar books are revisited independently by individual learners
- Key texts included in book corners
- Learners have sufficient practice in reading and re-reading decodable books matched to their phonic knowledge so they can build up their bank of words that can be read speedily

Supporting learners who struggle with motivation and engagement

- Development of reading spines, showing carefully thought-out text choices for book corner, anchor texts and Storytime
- Well stocked library with a range of engaging, high-quality texts
- Teacher's knowledge of texts and children's interests enable them to make recommendations of further texts for children to enjoy reading
- Decodable books closely matched to phonic knowledge
- Children have opportunities to self-select texts for reading

Supporting learners who struggle with attention

- Children have opportunities to self-select texts for reading
- Listening and attention activities and games
- Movement breaks
- Now + Next Board and Visual timetables
- Wobble cushions, weighted blankets, chair supports
- Fidget equipment
- High expectations
- Use of props and guides to support learners to focus on following the print in the text in front of them
- Use of coloured overlays where appropriate
- Active comprehension games with a focus on comprehension skills rather recording ideas
- Use of story sacks and props to represent characters or objects in a story and to engage and maintain attention

4. Impact

Phonics, spoken language and comprehension all lie at the heart of developing successful readers. In Reading and Phonics, consistent and varied forms of summative and formative assessment enable teachers to see where children can retain core knowledge and emphasizes gaps where children may need further support and consolidation. As children progress, their phonic knowledge is embedded, leading to children being able to read fluently and show a good understanding of a text. Phonics is assessed in Year One using the Phonic Screening Check, where children are measured against the attainment of children nationally. Attainment in reading is measured using the statutory assessments at the end of Key Stage Two.

		Reading	Phonics/ Spelling (Bug Club Phonics)	
Key Stage 1	Summative	Autumn	Yr 1 See phonics Yr 2 See Phonics Yr 1 and 2 Guided reading sessions assessed against End of Year criteria	Entry Phonics Assessment CEW s assessment (Year 2) Weekly Spelling Test (Spelling Shed)
		Spring	Yr 1 See phonics Yr 2 Past papers- End of KS 1 Yr 1 and 2 Guided reading sessions assessed against End of Year criteria	Mid Year Phonics Assessment CEW s assessment
		Summer	Yr 2 End of KS1 Reading paper Yr 1 Guided reading sessions assessed against End of Year criteria	End of Year Phonics Assessment Y1 Phonic Screening CEW s assessment
	Formative	Autumn	-Individual reading with teacher (half termly) -Guided reading adult led focus groups	Marking and feedback- application of phonics and non-negotiable shape words
		Spring	-Individual reading with teacher (half termly) -Guided reading adult led focus groups	Marking and feedback- application of phonics and non-negotiable shape words
		Summer	-Individual reading with teacher (half termly) -Guided reading adult led focus groups	Marking and feedback- application of phonics and non-negotiable shape words

		Reading	Phonics and Spelling (Ed Shed)	
Key Stage 2	Summative	Autumn	Rising Stars Progress tests Half termly- Fiction or Non fiction	NGST Diagnostic (Week 2)
		Spring	Rising Stars Progress tests Half termly- Fiction or Non fiction	NGST Diagnostic (Spring 2)
		Summer	End of KS2 SATs Rising Stars Progress tests Half termly -Fiction or Non fiction	End of KS2 SPAG SATs
	Formative	Autumn	-Individual reading with teacher (half termly) -Vipers daily tasks discussions and feedback	Weekly Spelling Test (Spelling Shed) Marking and feedback- application of phonics and non- negotiable shape words
		Spring	-Individual reading with teacher (half termly) - Vipers daily tasks discussions and feedback	Weekly Spelling Test (Spelling Shed) Marking and feedback- application of phonics and non- negotiable shape words
		Summer	-Individual reading with teacher (half termly) - Vipers daily tasks discussions and feedback	Weekly Spelling Test (Spelling Shed) Marking and feedback- application of phonics and non- negotiable shape words

As well as developing their ability to read and understand texts, a love of reading is encouraged, modelled and fostered through story time, adult models, use of library and recommending reading materials.

Reading is the key to academic success, and we ensure that children leave Meole Brace Primary School and Nursery as fluent, confident expressive and passionate readers. Children in our school smoothly move along their reading journey of "Learning To Read" to "Reading To Learn", providing them with the key to unlocking enjoyment and success in all other areas of the curriculum.

