



Phonics and Early Reading Policy

Intent

Reading is at the heart of the curriculum at Ducklington Primary School. We are dedicated to enabling our children to become competent and confident readers. We believe in the importance of teaching children systematic synthetic phonics as a firm foundation for reading as children move from learning to read to reading to learn.

We will...

- Promote a love of reading
- Invest in early reading.
- Follow a systematic synthetic programme with fidelity. Our chosen scheme is Rising Stars; Rocket phonics.
- Teach high-quality phonic sessions beginning in Nursery, through to Year 2.
- Track children to ensure no child falls behind from Nursery to Year 6.
- Ensure all staff are experts in the teaching of reading.
- Appoint a designated team of staff to champion phonics in our school.
- Ensure parents understand our approach and help them to support their child in learning to read.
- Ensure children apply their phonic knowledge in reading and writing across the school.
- Provide a literacy-rich curriculum, immersing children in vocabulary-rich environments.
- Provide a well-stocked book corner in each classroom and a selection of books related to the children's learning.
- Access to the school library for children to encounter a wide range of fiction and non-fiction texts.
- Additionally, offer high-quality texts to share with parents to enrich the language, book discussion and supported reading outside of the decodable reading programme.

Implementation

In Nursery, Reception and KS1, we follow the Rising Stars Rocket Phonics progression document to ensure progression in knowledge and skills. The Rising Stars Rocket Phonics Programme which is a fully resourced systematic, synthetic phonics programme validated by the DFE. Rocket Phonics combines the alphabetic code, knowledge and skills that are needed to learn to read and write, with language-rich children's

literature with a clear progression from Nursery to Year 2. This approach will embed phonics in context and support a love of reading and writing from the outset.

Nursery

In Nursery, phonics is explicitly taught every week during a specified carpet time, usually 10-15 minutes long. The children usually have phonics carpet times as a whole class whilst covering aspects 1-4 of Phase 1 and then in smaller groups for aspects 5-7 accordingly to ability. Phonics is also implemented daily during more discreet learning times such as music carpet times, singing nursery rhymes at the end of the Nursery sessions, through interactions with nursery staff throughout the day and exploring continuous provision such as the mark-making table, reading areas and instrument box outside.

The Nursery class teacher will make termly assessments of the children's development in Phonics which helps inform planning and deciding groups later in the year.

Phase 1 phonics is split accordingly across the year: * Term 1-Aspects 1 and 2. * Term 2-Aspects 3, 4 and 5. * Term 3-Aspects 6 and 7. Lilac books are shared during exploring time with adults and if appropriate initial exploration of s a t p i n sounds from Phase 2.

Rising Stars are planning to publish its nursery programme in the summer 2023 and we hope to purchase this to ensure fidelity to the scheme from Nursery into Reception and KS1.

Reception

In Reception, phonics is taught as a whole class. At the start of the academic year sessions are shorter according to the children's needs, increasing to 60 minutes as the year progresses. The children may work in smaller groups to apply their learning. To begin with two sounds a week are taught and the phonics programme alternates between blending and segmenting to ensure these skills are embedded as progress is made. All children complete a phonics workbook as part of their phonics teaching and learning. Letter formation is taught as part of the programme.

In Reception, our phonics provision is enhanced throughout the day through conversations and interactions with children which promote phonological awareness and development.

Children are encouraged to further their phonic skills and knowledge through their independent learning, and through accessing phonics resources available through continuous provision.

Year 1

In year 1 phonics is taught as a whole class. Two sounds a week are taught and the phonics programme alternates between blending and segmenting to ensure these skills are embedded as progress is made. Each week children also practise reading and spelling common exception words. All children complete a phonics workbook as part of their phonics teaching and learning.

Year 2

In Year 2 and into Lower KS2, children follow the Rising Stars Rocket Phonics Next Steps programme to embed previous phonics teaching and learning. There is a greater focus on understanding all the alternative sounds and spelling. The programme continues to focus on blending and segmenting. The next steps programme also introduces joined handwriting and further spelling rules meeting National Curriculum expectations.

Expectations and Progression in Reception, Year 1 and year 2

- Children are taught the 50+ graphemes that represent the 44 speech sounds.
- Children are introduced to a selection of unusual words using GPCs not yet introduced.
- Children are taught to blend to read words and sentences.
- Children are taught the necessary skills for handwriting so that letters can be formed correctly, both in upper and lower case.
- Rising Stars Target Reading Books and Rocket Phonic Reading Books are used for children to practice decoding from Reception to Year 2. Children take a Rocket phonic Reading book each week to read at home, matched to their reading stage. eBooks are also available to parents and children.
- Children also take home a 'shared reading book' matched closely to their reading stage to further promote pleasure in reading, a rich diet of high-quality texts and book discussion.
- Children have lots of opportunities to read throughout the day at school. Reading may take the form of 1-1, small group or whole class teaching using a Target Reading book.
- Phonics is taught following a clear progression of knowledge and skills. See page 42 of the Rocket Phonics Teaching Guide 1 for half-termly expectations and page 33 of the Rocket Phonics Teaching Guide 3.

Blending and Segmenting

We follow a consistent approach. The use of strategies such as oral blending and segmenting, modelling, scaffolding and moving towards independence are the approaches outlined on pages 20 and 21 of Rocket Phonics Teaching Guide 1.

Common Exception Words

These words are taught as part of the Rocket Phonics Programme, children are taught to read and write these words.

Pseudo Words

Pseudo words or nonsense words are used in the Year 1 Statutory Phonics check. The Rocket Phonics programme does not discreetly teach pseudo words but teaches children the phonics skills to decode any words they come across. The phonics screening check is one part of the ongoing formative assessment in Years 1 and 2 which allows children to meet these types of words each half term.

Vocabulary

Through the Rocket Phonics programme, children are introduced to words they can decode but may not be familiar with, in both the workbooks and the decodable reading books. This provides opportunities to discuss words and their meaning, extending the children's vocabulary. High-quality texts used in teaching, daily reading to the children and topic vocabulary all contribute to expanding children's vocabulary.

Dictation

Dictation is part of the Rocket Phonics Programme and is used to enable the children to practise writing words and then progress to sentences.

Environment and resources

Resources used to teach phonics such as flashcards, workbooks, and sound mats from the Rocket Phonics programme are used throughout Reception and KS1 for consistency and into Lower KS2 where appropriate, this shows fidelity to the programme.

Decodable Readers

Children have access to decodable readers from the start of our Rocket Phonics Programme. These books will be closely matched with their phonic knowledge, e.g. not encounter words containing GPC's or common exception words they have not been taught yet.

Decodable reading books are assigned once a week for children to take home. Children are encouraged to read at home regularly and adults are asked to record their child's reading in reading diaries. Reading diaries are checked weekly and those children who are possibly not supported at home are read within the school.

Children also access decodable reading books in school as part of their phonics teaching and whole class reading sessions.

Alongside the decodable reading book, children will be offered another high-quality text to share with their adults at home. This book may not be fully decodable but will be closely matched to their phonic stage. These books can be changed daily.

eBooks are assigned termly, matching the children's phonic knowledge and children can access these at home, reading, completing activities and quizzes.

Challenge

Rocket Phonics is designed to cater for all children including those 'faster to learn' children. See page 30 of the Teacher's Guide 1 for more information. 'Shared' reading books offer challenges in both book content and vocabulary.

Children at risk of reading failure in Reception and KS1

Children are tracked through the teaching of the SSP programme and in Year 1 onwards the phonic screen check gives an additional indication of progress. Children who are not on track are profiled for the SENDco to explore if there are any indicators as to why they are struggling and how best to support them.

- Regular assessments and observations to identify children, not on track are made a priority.
- Support is targeted when needed during daily phonics teaching.
- Resources are adapted to support individual children.
- Targeted children may read daily 1-1.
- Reading interventions run in addition to the whole class teaching to support children.

Children at risk of reading failure in KS2

Children are assessed using New Salford Sentence Reading and Comprehension assessment. They are also screened using the phonics check to identify gaps in phonological knowledge.

In Lower KS2 children have reading interventions using the next steps rocket phonics program. These children are supported for as long as necessary including 1:1, small group and support within lessons.

In Upper KS2 children are supported with the Fresh Start reading intervention. These children are supported for as long as necessary including 1:1, small group and support within lessons.

Home School Links

We have regular communication with parents, which includes reading diaries, parent evenings, reading information handouts, suggested reading lists and formal reports. Children identified on the SEND register have regular meetings to communicate progress and support.

CPD

To ensure that all practitioners are experts in the teaching of phonics, regular training takes place for all staff across the school. The Phonics team regularly meet to discuss phonics teaching, assessment, and progress and to share ideas. English consultants such as Julie Sargent help to answer any questions, offer advice and support as and when it arises and also offer training to staff in phonics teaching. The online Rocket Phonics training package also means that all staff have access to up-to-date training videos and resources.

Assessment

All children will undertake the baseline assessment for Rocket Phonics at the start of the year in Reception, Year 1 and Year 2, and also in LKS2 if appropriate. Other assessments could include half termly assessments, pupil practice booklet work and assessment pages, alphabetic code progress tracker, and hearing children read.

Monitoring

Monitoring takes the form of regular professional discussions, analysis of data, sharing of children's work and observations, and feedback to the English team to inform their action plan.

Impact

Our aim is that all children show progression in their learning from their starting points and that they leave our school as proficient readers.