

## SCHOOL POLICY ON THE TEACHING OF PHONICS AND READING

### **Reading Intent**

At Browney Academy, we believe that being able to read well is a fundamental life skill for every child, whatever their background. Reading is at the heart of our curriculum and championed by our whole school community in order to inspire our pupils to develop a life-long love of reading. We strive to create a reading culture in our school whereby children are immersed in limitless reading opportunities, both for pleasure and to gain knowledge, which challenges and motivates them to read more. We use a variety of approaches to teach reading, seizing every opportunity to spark our children's interest.

Our mission is for every child to become a fluent and confident reader. We prioritise the explicit teaching of reading skills, including the development of children's phonetic skills, to ensure every child learns to read as early as possible, providing the key to allow them full access to the wider curriculum.

Reading widely and often increases pupils' vocabulary as they encounter words they would rarely hear or use in everyday speech. We intend to provide children with reading experiences that will lead to rich language development, so by the time children leave Browney Academy; they are empowered with a breadth of vocabulary that they can build on in their future prospects.

We believe that reading feeds the imagination and curious young minds of our pupils, giving them access to worlds and experiences different to their own. We immerse our children in a vast range of reading materials and teach our children to be inquisitive readers who gain a thirst for exploring, discussing and questioning a range of genres. We want our children to value reading and have the confidence and knowledge to be able discuss authors, styles and genres, and recognise the types of books they enjoy, sharing recommendations with their peers.

Ultimately, through our curriculum, we are passionate about promoting a life-long love of reading, encouraging our pupils to see reading as a way to relax and as a desirable past time. What's more, knowledge is power and we believe, reading is the key to knowledge. This is why we want every child at Browney to see himself or herself as a reader and view reading as something that should be valued and treasured now and for the rest of their lives.

### **Phonics**

At Browney Academy, we prioritise the teaching of phonics in the early years of reading to provide all children a solid foundation for learning. We use RWI as our primary scheme to teach phonics. This is a systematic, fast-paced approach ensuring coverage and progression. Children are given time to practise and consolidate their growing knowledge. Within daily RWI storybook sessions, children are encouraged and supported to not only develop their decoding skills but also their comprehension and fluency.

The programme is for:



- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly 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
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Once children complete the Read Write Inc. Phonics programme they are taught in their year group using a range of high-quality reading resources, including classical texts. This integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills. At the heart of our reading



lessons is the enjoyment of and engagement with a variety of texts. Pupils are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.

Pupils are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. All grammar is taught within the context of the texts being studied to ensure it is meaningful for children.

Pupils are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Pupils answer every question with a partner, comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how pupils are learning throughout the lesson.

## **Reading Environment**

Creating a love of reading is a large and exciting part of what we do at Browney Academy. Each class fosters a love of reading through providing an inviting reading area, many opportunities to relax with a good book, visits to the class library areas and through the sharing of exciting texts in class. Reading displays, both around school and within classrooms, promote a love of reading. RWI phonics friezes are displayed within EYFS and KS1 and motivational Accelerated Reader displays are used to celebrate progress from Year 2 upwards.

## **VIPERS**

'VIPERS' is one of the key tools we use to teach children to analyse and understand the texts they read (V- Vocabulary, I- Inference, P – Prediction, E – Explanation, R – Retrieval, S – Sequence/Summarise). Each classroom displays the child friendly reading VIPERS which provides everyone across school a common language to discuss texts. Our parents are also encouraged to refer to VIPERS when they listen to their child read at home. During whole-class reading sessions, our pupils are taught to question, discuss and explore ideas and concepts by engaging in discussion with their peers and teachers as they discuss themes and conventions which promotes our focus on Oracy in the classroom and the development of higher order reading skills.

## **Reading Events**

Reading is valued by our whole school community, we enrich our curriculum and promote our love of reading through regular book fairs, buddy reading sessions, reading clubs, sponsored reads, author visits and national events including World Book Day, National Poetry Day and National Story-telling Week. Reading achievements are recognised to motivate our children and to raise the profile of reading. The reader of the month is one of the honourable reading awards children strive to achieve.

## **Reading Lessons**



Complementing RWI sessions, whole class reading lessons are taught through a progressive scheme. 30-minute daily reading lessons take place in KS2 and Year 2, once RWI has been completed. Reading lessons, as well as daily story time, are built into the weekly timetable where suitable for Years 1 and 2 to ensure curriculum coverage of the core objectives not addressed through RWI.

## Reading scheme

Within our scheme, key knowledge is revisited and built on so children remember more, can do more and know more and skills are built upon year by year and across years. Across each half term, there is a careful balance of fiction, non-fiction and poetry. We have carefully mapped out high quality whole class texts, using the five plagues of reading, within our English curriculum to ensure our pupils have access to a wealth of quality reading materials, exposing our children to language and classic texts which they may find too challenging to read independently.

The five plagues of reading are:

- **Archaic** - These are texts which were written a long time ago when different words were used as well as word order and sentence structure.
- **Non-linear time sequences** - Stories do not always start at the beginning and move step by step through time to the end. They jump around time and can spring forwards or backwards with little warning.
- **Narratively complex** - These texts include books with multiple narrators, unreliable narrators, a naïve narrator or narrators that interject in the story.
- **Complexity of story (plot/symbolism)** - Following multiple plots which are interwoven is obviously more complex than following a single plot.
- **Resistant texts** - Texts written to deliberately resist easy meaning-making by readers. The reader must assemble meaning around nuances, hints, uncertainties and clues.



## Types of reading:



Reading aloud – careful, complete and voice projection and expression



Scanning and skimming – rapid, selective and silent



Critical reading – underlining sections, making notes, adding questions, marking, highlighting



Proof reading – checking for errors, noticing edits required



Reading for learning – close reading, slower, inwardly considering



Reading for pleasure – own chosen style, mid-paced and the choice to read more / less

### Reasons to Read

Reading lessons are centred on our three fundamental principles of 'Reasons to Read'

- Enjoy
- Decode / Fluency
- Reasoning

#### Enjoy

All children should enjoy and take an interest in what they are reading. Children should enjoy reading independently and actively listen to stories read to them. Texts are therefore carefully selected to ensure children can engage with the content and develop a love of reading. Where this is non-fiction, children should develop a love of learning and acquiring new knowledge through what they have read.

Enjoyment can be seen through active reading which can be described as fully engaged reading and responsiveness to a text. Active reading is reading in the moment.

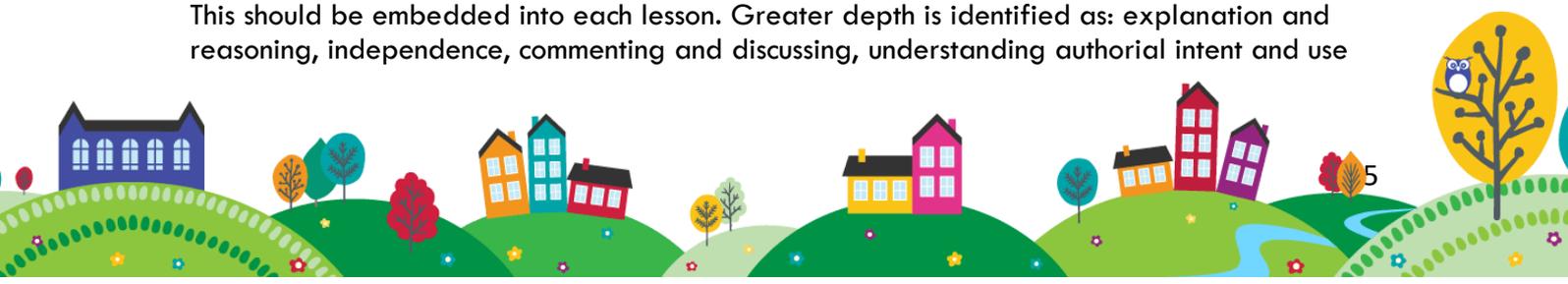
#### Fluency

To be able to enjoy a story, children need to be proficient in decoding and become increasingly fluent in their reading in order to focus on comprehension. The majority of reading lessons will therefore incorporate reading for fluency through a variety of activities such as partner reads, reading out loud, performance reading and independent reading. Daily relax and read will be integral in allowing children to develop their fluency, reading aloud to an adult or quietly to themselves where possible.

Fluency can be recognised as word reading accuracy, pace, expression, intonation, volume and emotion and abiding by punctuation demarcations.

#### Reasoning

This should be embedded into each lesson. Greater depth is identified as: explanation and reasoning, independence, commenting and discussing, understanding authorial intent and use



of language. All children should be given the opportunity to access reasoning challenges. This could include: describe, explain, justify, convince, prove questions.

### Greater Depth

Reasoning is an essential skill for our greater depth readers. Greater depth readers can be characterised as pupils who display:

- an ability to explain what they read and reason about use of language, techniques, actions and events.
- a wide and varied vocabulary – they understand nuances of language and able to draw upon an expansive vocabulary to articulate points.
- an ability to explain what words mean and offer synonyms as alternatives.
- an understanding of the subtleties of humour within texts.
- an ability to comment on authorial intent appropriately.
- a range of inference skills across all genres.

This means that in lesson, greater depth readers: explain and reason, show independence, comment and discuss and demonstrate understanding of authorial intent and use of language, grammar and vocabulary.

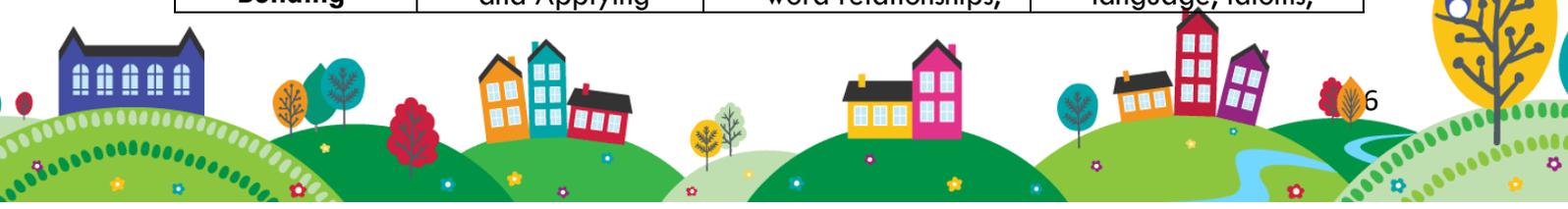
### GD challenges:

Describe  
Explain  
Justify  
Convince  
Prove  
Reflect  
Evaluate

Verbs linked to deeper reading and reasoning			
One idea	Many ideas	Linked ideas	Extended Ideas
Name, identify, recall, find, label, list	Describe, classify, continue, complete	Justify, analyse, apply, compare, contrast, relate, explain	Create, generate, hypothesise, construct, predict, invent, argue

### Developing Reading Skills Effectively

Skill to develop	Activities - entry	Activities	GD
<b>Vocabulary Building</b>	<ul style="list-style-type: none"> <li>• Understanding and Applying</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning about word relationships,</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language, idioms,</li> </ul>



		shades of meaning, classification	connotations, nuances
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>Skimming, scanning, literal response</li> </ul>	<ul style="list-style-type: none"> <li>Visualisation, retrieval from more than one place in a text</li> </ul>	<ul style="list-style-type: none"> <li>Determining importance, key moments / information, summary</li> </ul>
<b>Look closer</b>	<ul style="list-style-type: none"> <li>Basic Inference, deduction, evidence</li> </ul>	<ul style="list-style-type: none"> <li>Compare, contrast, determine importance</li> </ul>	<ul style="list-style-type: none"> <li>Range of inference strategies</li> </ul>
<b>Prove it</b>	<ul style="list-style-type: none"> <li>Read between the lines, gather evidence</li> </ul>	<ul style="list-style-type: none"> <li>Multiple sources of evidence, sources to back up opinions</li> </ul>	<ul style="list-style-type: none"> <li>Deductive reasoning</li> </ul>
<b>Evaluating and Analysing</b>	<ul style="list-style-type: none"> <li>Author's purpose, effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Explain how language, vocabulary and grammar is used together to create specific effects</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the writer's craft with reasoned explanations.</li> </ul>

### Lesson Design

Within a half term, the fortnightly reading focus will cycle between fiction, non-fiction and poetry. The following are lessons sequence suggestions for each genre:

#### Narrative:

##### **Day 1 - Fluency development:**

Teacher read  
Independent read  
Partner read  
Skimming and scanning

##### **Day 2 - Spelling**

##### **Day 3 - Exploring vocabulary:**

Vocabulary finding  
Skimming and scanning  
Definitions  
Dictionary work

##### **Day 4 - Looking closer through retrieval and inference:**



VIPERS  
Summarise  
Retrieve  
Predict  
Infer

**Day 5 – Spelling test, new spellings, reading record check, teacher story time.**

**Day 6 – Fluency and Comprehension**

Reading aloud  
VIPERS

**Day 7 - Spelling**

**Day 8 – Evaluation and analysis**

Study of authorial intent  
Performance work  
Reading aloud  
Marking up a text

**Day 9 - Reasoning**

Relate:  
Identify / explain how information / narrative content is related and contributes to meaning as a whole.  
Explore:  
Identify / explain how meaning is enhanced through choice of words and phrases.  
Compare:  
Make comparisons within the text.

**Day 10 – Spelling**

Spelling test, new spellings, reading record check, teacher story time.

*Each lesson must include an element of reasoning to develop greater depth readers. These challenges should focus on: describe, explain, justify, convince, prove.*

**Non-Fiction:**

The same sequence of lessons can feature within the non-fiction cycle as for the narrative, however, depending on the chosen text, reading lessons can focus on multiple non-fiction texts.

**Poetry:**

The same sequence of lessons can feature for poetry with a heavy focus on rehearsal, memorisation and performance, as well as exploring figurative language.

**Recording**

**KS1**

Reading lesson in KS1 can be evidenced where suitable in English books focusing on retrieval, sequencing and vocabulary.

The majority of reading will be delivered through verbal RWI sessions and story time.



Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response
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## Recording

### KS2

Many lessons will have a verbal approach as the children develop fluency and reading. Written recording in books is recommended at least 2-3 times a week to allow children to practise extended written responses to reading. This can take form in photographic evidence when performance has taken place.

## Feedback and Marking

Feedback is constructive and positive, following the school's marking policy. Self and peer assessment is encouraged, in particular relating to performance.

## Assessing and tracking progress

We assess pupils following Read Write Inc. Phonics using the entry assessment. We use this data to assign children to Read Write Inc groups. This gives us a very good indication of how well they are making progress relative to their starting points.

In addition, we use a standardised reading test -STAR Reader - to assess reading ages. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

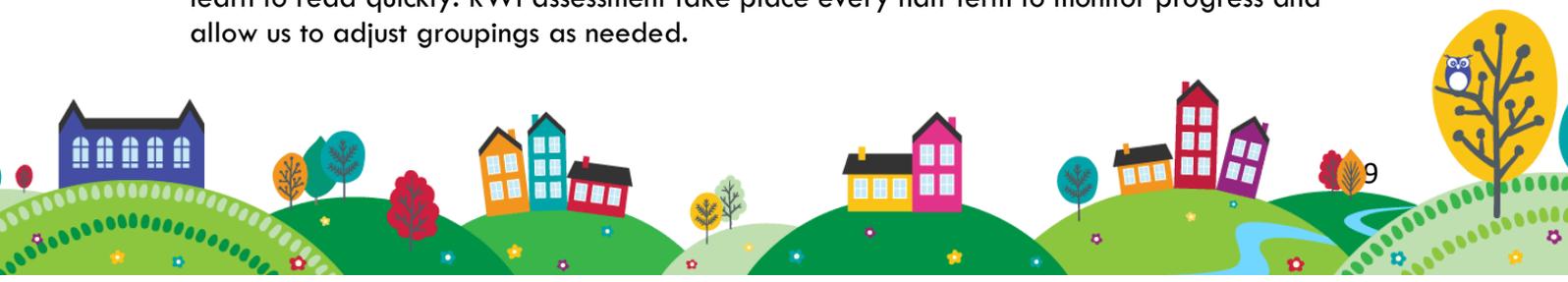
Keeping the end goal of developing fluent, confident readers in sight, we teach children to apply a combination of many reading techniques, as we know that one size does not fit all, which is why we personalise our approach to Browney, and most importantly to our learners.

Pupils who are making slower progress usually complete the RWI programme by the end of Year 2. Pupils who have identified special educational needs are supported until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Teachers identify vulnerable groups and individuals who need additional support in reading by recognising them as priority readers, ensuring anyone who finds reading difficult gets the support they need to catch up, which could include one-to-one or small group phonics intervention.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

## Quality of teaching, learning and assessment

The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. RWI assessment take place every half term to monitor progress and allow us to adjust groupings as needed.



## Home Reading

At Browney Academy, we place great importance on home reading. We request that children read a book at the appropriate level and interest for them, for at least ten minutes each day. In school, children read with an adult on an individual basis at least once a week. This is in addition to any whole class or group reading that takes place weekly. Teachers identify vulnerable groups and individuals who need additional support in reading by recognising them as priority readers, ensuring anyone who finds reading difficult gets the support they need to catch up. It is an expectation that staff and parents record their child's progress in the diary, forming an effective dialogue between home and school. Children are also encouraged to visit our library collections weekly to choose additional books to read for pleasure, including the Week Junior, a children's current affairs magazine to engage our children's curious minds.

## Parents

Parents are given information leaflets and are invited to workshops to support early reading development and are kept up to date through close communication with parents and a dialogue within the reading diary. Recommended reads for each year group are shared with children and parents.

## Accelerated Reader

From Year 2, when children have secured their phonic knowledge and have increased reading independence, Accelerated Reader is used as an additional tool to track reading progress. It ensures that children are matched with, and challenged by, appropriate texts, whilst also being highly motivated to progress in their reading.

At the beginning of the school year, children will take a Star Reading test to determine an appropriate reading level. This test is taken again at the end of each term. As well as reading ages, the Star Reader assessment assigns each child a zone of proximal development, or ZPD, which is the range of books that will challenge a child without causing frustration or loss of motivation.

The books in our school library are levelled using a nationally recognised readability formula and represent the difficulty of the text. The levelling criteria covers such factors as vocabulary, average word length, average sentence length, grammatical complexity. The books are organised on shelves according to level to make it easier for children to choose an appropriate book.

Teachers set personalised points targets for children to work towards each half term. Children are encouraged to progress at their own pace and the aim of Accelerated Reader is for all children to succeed in achieving their goals. Progress towards targets is monitored carefully by teachers and celebrated using a motivational classroom display to encourage progress. Achieving a half term's target is rewarded through in-class systems alongside whole school rewards. Targets are designed to be realistic, motivational and to ensure enough reading practice is happening to guarantee progress. Children are able to track their progress each time they log in to Accelerated Reader and through their TOPS (The Opportunity to Praise Students) report.

At Browney, we have timetabled a '**Read and Relax**' session in school each day for 20 minutes. Each child is then expected to read at home for at least 10 minutes each day.

## Reading Scheme

We use a wide variety of reading schemes in KS1, including Phonics Bug, RWI non-fiction, Oxford Reading Tree, Treetops, Project X, Story Sparks, In Fact and more. These are all



consistently colour coded into bands to match our phonics phases, ensuring teachers provide books that are carefully matched to each child's growing ability. In the early years, children are also introduced to high frequency words, which are sent home to enable them to develop their sight vocabulary.

### **Daily Storytime**

We know that good readers are good writers. Daily story time is planned into our curriculum, a time for everyone to relax and enjoy reading as staff model the enjoyment story telling brings. Every Friday, teachers swap classes to take part in 'mystery reader' story time – an exciting highlight of the week. We encourage our children to visit the local library and children and staff are encouraged to share recommendations to others. Recommended reads for each year group are shared with children and parents. Daily story time is planned into our curriculum, a time for everyone to relax and enjoy reading as staff model the enjoyment story telling brings. Every Friday, teachers swap classes to take part in 'mystery reader' story time – an exciting highlight of the week. Teachers read a variety of written material regularly with the children across a range of genres, modelling effective reading techniques

### **The contribution of reading to other aspects of the curriculum**

Reading is not restricted to the English session. Many opportunities are provided for pupils to practise and extend their reading in other subjects. The children often complete a 'Reading in the Foundation' activity and reading for pleasure and enjoyment is given a high priority. Monitoring ensures that there is sufficient breadth and challenge in the range of reading that pupils undertake.

