



Phonics and Reading Policy

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 themselves as a reader and view reading as something that should be valued and treasured.

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 Reception 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 poor articulation, or problems with blending or alphabetic code knowledge.

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 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 they experience success early on 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.

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 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.

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 after Phonics

After mastering phonics, the next step in reading instruction focuses on developing reading fluency, comprehension, and vocabulary, while also fostering a love for reading. This includes transitioning from learning to read to reading to learn and then to reading independently for pleasure.



As pupils develop their reading ability, they engage in intensive reading to build strong foundational skills in language and literacy. Intensive reading involves carefully reading shorter texts with a focus on understanding every detail, including vocabulary, grammar, and meaning.

Reading comprehension involves understanding what you read, which goes beyond simply decoding words. It's an active process where you connect the text to your existing knowledge, make inferences, and think critically about the meaning. Key skills include summarizing, sequencing events, making inferences, drawing conclusions, and using background knowledge. In NELT primaries, these are 'Reasons to Read' lessons.

Reasons to Read

Once pupils have completed the Read Write Inc. programme and have acquired the relevant knowledge and skills to read age-appropriate texts they move to 'Reasons to Read' lessons. These focus on the core reading skills involved in reading comprehension which pupils must acquire to 'read to learn' and 'read independently':

Reason to Read	KS1	KS2
Retrieval	Pupils learn to identify and/or explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.	Pupils learn to retrieve and record information and identify the key ideas from fiction and non-fiction texts.
Inference	Pupils learn to make inferences from the text.	Pupils learn to make inferences from the text and explain/justify their inferences with evidence from the text.
Vocabulary	Pupils learn to draw on their knowledge of vocabulary to understand texts.	Pupils learn to give/explain the meaning of words in context.
Summarising (Sequencing in KS1)	Pupils learn to identify and explain the sequence of events in texts.	Pupils learn to summarise the main ideas from more than one paragraph.



<i>Prediction</i>	<i>Pupils learn to predict what might happen on the basis of what they have read so far.</i>	<i>Pupils learn to predict what might happen from the details stated and implied.</i>
<i>Authorial Intent</i>		<i>Pupils learn to identify and explain how information or narrative content is related and how it contributes to meaning as a whole. Pupils learn to identify and explain how meaning is enhanced through the author's/poet's choice of words and phrases.</i>
<i>Comparing</i>		<i>Pupils learn to make comparisons within the text.</i>

Integral reading skills are practised within lessons daily and across the cycle to build pupils' knowledge. These include:

- vocabulary*
- prediction*
- summary*
- retrieval*
- make comparisons within the text (KS2)*
- fluency*

Pupils revisit texts/extracts (building fluency); read texts progressively e.g. class novels (developing a love of reading) and read unseen texts/extracts (practising skills within a new context). When a new text is introduced, pupils must be taught to:

- scan the text and identify the form (text type), topic, audience - explaining how they know.*
- build relevant background knowledge of the author, text, setting etc.*
- recap what they already know about the author, form (text type), setting etc.*

Within 'Reasons to Read' lessons, core strategies continue to be implemented to provide consistency, ensure collaborative learning and support pupils' development:

<i>Green Words</i>	<i>Pupils practice reading 'green words' daily in lessons to build fluency, sight recognition and to develop understanding of vocabulary. Teachers identify relevant vocabulary from the text/extract of text that pupils will read within that lesson. Discussion is facilitated around the pronunciation, morphology, and etymology.</i>
<i>Red Words</i>	<i>Pupils practice reading 'red words' where relevant. These are words which are not easily decodable but are important for children to read accurately and speedily.</i>
<i>My Turn, Your Turn</i>	<i>This strategy is used when introducing new vocabulary and allows pupils to practice pronunciation. 'My turn' is the adults' opportunity to model pronouncing the word; 'Your turn' is where pupils practice saying the word.</i>



Pupil Talk	Within lessons, pupils talk should be an integral role in building knowledge and Assessment for Learning. Teachers facilitate pupils talk through? • Tell Your Partner (TYP): pupils turn to one another and discuss the question posed. This strategy is effective for recapping prior learning or responses. It is rapid and takes seconds. • Think-Pair-Share (TPS): pupils think for an allocated amount of time; turn to their partner and share their thoughts. This strategy is particularly effective when pupils are newer to concepts or require time to consider their responses. This strategy may take up to a minute. • Team Huddle (TH): pupils share their ideas in small groups. This strategy is effective when there is a greater amount of discussion to be had. It may take several minutes.
Partner Reading	Partner reading is a strategy for collaborative learning. Within partner reading, pupils must have the text placed between them, so that both pupils can see. One pupil reads while the other tracks (with their finger/a tool e.g. lollipop stick); pupils must stop if a word is misread and offer support strategies (special friends, Fred talk, read the word) or they may model reading the word using MTYT. Pupils 'stop and swap' roles at an assigned stage e.g. end of a page/paragraph. Once pupils have read the directed text, they should verbally summarise what they have read and make predictions based on their reading. Further enhancements during partner reading may include: • Partner questioning to consolidate understanding • Partner questioning to challenge understanding
Echo Reading	Teachers read a short segment of a text, such as a sentence or paragraph, modelling fluency: accuracy, rate and prosody. Pupils echo the same piece of text back practicing their own use of fluency: accuracy, rate and prosody.
Choral Reading	Pupils read a segment of a text in unison, often led by the teacher. This strategy promotes collaboration and helps pupils practice and improve their reading fluency.
Jump In Reading	Teachers read a short segment of a text, such as a sentence or paragraph, modelling fluency: accuracy, rate and prosody. The teacher stops and the pupils 'jump in' and continue to read aloud (choral reading) until the end of the sentence/paragraph.

Reasoning

This is 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 are 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.

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.

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.

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. 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.

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 child is then expected to read at home for at least 10 minutes each day.

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. 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 storytime is planned into our curriculum, a time for everyone to relax and enjoy reading as staff model the enjoyment story telling brings.

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.