

# Phonics and Early Reading policy

## The context of our school

Ernehale Infant School and Ernehale Junior School are part of Ernehale Flying High Academies which formed in September 2020. The schools work together as a primary setting under the leadership of one senior management team and benefits from a shared ethos, aims and curriculum journey. Both schools are a part of the Flying High Trust and they adopt the principles which have become an integral, driving force of the schools.

There are currently 211 pupils on role in the Early Years Foundation Stage/Key Stage 1 and 273 in Key Stage 2. The schools have a low number of FSM and around 23% qualify for the Pupil Premium (10% in the Early Years/Key Stage one and 13% in Key Stage 2). 25% of pupils have English as an additional language (18% in the Early Years/Key Stage One and 7% in Key Stage 2) and we have a diverse range of ethnic groups, with the largest groups being White British, White and Black Caribbean and Indian across both schools. The schools have about \_\_\_\_% of pupils who receive SEND provision and 9% of our SEND pupils have an EHCP which is below national. We have a lower rate of absence than the national average, as well as a lower rate of persistent absenteeism.

Our ABC Values underpin the ethos of the school ensuring that all our pupils become aspirant, successful learners, who have empathy towards one another and a strong sense of community. As a result, visitors to the school comment on the friendly, warm welcome they receive from the children and the positive learning environment. The school Curriculum is underpinned by our STRIVE principles – diversity and inclusion, knowledge, life-long learners and sustainability; it is designed to develop a love of learning and an embedding of skills and knowledge. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that reading is key for academic success and that children who read regularly have increased chances later in life. Fluency in the core subjects, with reading at the heart, enables access to the full curriculum and is therefore integral to our approach. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

## INTENT

### **Phonics (reading and spelling)**

At **Ernehale**, we believe that all our children can become fluent readers and writers. This is why we teach reading through No Nonsense Phonics, a validated systematic, synthetic phonics program. We are supported by the Flying High English Hub who have provided high quality training for all teaching and support staff, based on the No Nonsense Phonics program.

We start teaching phonics in Foundation on book 1, children then progress through the books within the scheme, completing 2 books per term. Children build on their growing knowledge

of the alphabetic code, mastering phonics to read and spell as they move through early years and Key Stage 1.

As a result, all our children are able to tackle any unfamiliar words confidently, as they read. At **Ernehale** we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### **Comprehension**

At **Ernehale** we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have an Early Years Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team through regular coaching sessions, so everyone teaches with fidelity to the No Nonsense Phonics program.

## **IMPLEMENTATION**

### **Daily phonics lessons**

We teach phonics for 40 minutes a day. In Foundation, we build from 20-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each day there is a review session where previous learning is consolidated.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the No Nonsense Phonics program which:

- Provides systematic and rigorous phonic teaching and pupil practice from code to word to text level with content-rich vocabulary.
- Teaches handwriting of upper case and lowercase letters and letter groups linked to the alphabet and the English alphabetic code.
- Applies and extends phonics to reading and writing cumulative text, developing comprehension and evoking imagination.
- Builds up knowledge and understanding of 'spelling word banks' from the outset.
- Involves and engages the learner fully and routinely in formative assessment.

We have introduced No Nonsense Phonics in Autumn 2022. As it is an ambitious program which follows a slightly different order of teaching, we have decided to start Year 1 children on Book 3 and Year 2 children on Book 6, this will ensure that all pieces of code are covered. We are aware that we will need to include content from later books earlier to Year 1 children,

to ensure all code required to pass the phonics screening check has been covered in time for June 2023.

Next year in Autumn 2023, when Foundation have completed a year of No Nonsense Phonics we anticipate that we will be able to start Year 1 on book 5 and Year 2 on book 9 in the Autumn term.

The No Nonsense Phonics teaching sequence is as follows:

Book	Featured Graphemes
1	s a t i p n c k ck e h r th
2	m d g o u l ll f ff ss b j y
2+	v w x z zz qu ch sh ng nk
3	ai ay w oa ow ie igh le o a e i o u y
4	ee or z zz wh ea ea s se ze aw
5	ng nk v ve oo oo y ey x ch sh th ph
5+	er ir ur ae ee ie oe ue air are ear
6	qu ou ow oi oy ue ue er ar ce ge se
7	c g oe ie ee oe ae ue air are ear ere
8	eer ear ere ier ir ur ear wor our
9	x ier ew ch ou a ch tch ture ti ci ssi si s ge le ll al el f ff ph gh j ge g dge kn gn wr mb st or ore our ear oor ough aw au a al augh ar ar

### Daily Keep-up lessons ensure every child learns to read

- **New code is revisited throughout the day, so phonics learning is consolidated. Children are encouraged to ‘High 5’ the day’s code when they leave the classroom throughout the day.**
- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. These lessons are on a 1:1 basis and tailored to the needs of individual children, they are focussed and specific.
- All children have a daily phonics lesson in year 2, in addition, those who did not pass the Phonics Screening Check receive extra daily support to catch up. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Non Nonsense Phonics assessments to identify the gaps in their phonic knowledge and teach to these using the keep-up resources.

### Whole Class Reading – Launchpad Reading

To teach reading skills, develop a child’s ‘reading voice’ and highlight the importance of good comprehension, we teach whole class reading lessons for 20 minutes every day. We use a scheme called Launchpad reading pioneered by Carl Patterson from the Flying High English Hub.

Launchpad reading was created to help schools build a bridge between phonics lessons and the drive to enable all children to become successful readers.

Launchpad Reading is a daily reading approach that gives schools a rigorous structure for developing successful readers. It enables children to not only learn from an expert reader but also have multiple opportunities to put those skills and ideas into practice. In a short sharp daily reading lesson, children get to apply their phonics knowledge and quickly develop the skills, knowledge and understanding needed to become a successful reader.

- We teach Whole Class Reading sessions 4 times a week using fully decodable books linked to their phonic stage.
- Each Whole Class Reading lesson has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- WCR also focusses on tricky word practice and fluency word practice.
- In Foundation these sessions start in Week 5, beginning with a Lilac book without words to focus on training them in the Whole Class Reading approach and expected behaviours.
- In year 1 and 2 these lessons begin in Week 2 in the Autumn term.
- Each Whole Class Reading decodable text is used for 2 weeks so that children can confidently read the shared text at the end of the teaching sequence.

### **Home reading**

- A decodable reading practice book is taken home to ensure success is shared with the family. This book is linked to the phonic phase the child is on. The teacher allocates books after the child has been assessed to ensure the book is matched to the child's reading ability. There is an expectation that parents hear their children read 5 times per week. We have a weekly 'High 5 Reading challenge' to support this.
  - Reading for pleasure books also go home for parents to share and read to children.
  - We have support materials for parents available on our website. These materials explain decodable books and how they are used, how we teach phonics at Ernehale and give support to parents on the correct pronunciation of phonemes.

### **Additional reading support for vulnerable children**

- Children in all classes who are receiving additional phonics Keep-up sessions, our lowest 20%, read their reading practice book to an adult daily.

### **Ensuring consistency and pace of progress**

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- There is a yearly overview of learning within each year group, which plans out phonic teaching through No Nonsense Phonics, this is linked to Whole Class Reading texts.
- Each classroom has a large alphabetic code chart which is used to model variations in spelling for the same code, the children refer to the chart when writing and also have individual code table charts they can access when writing independently.
- The Reading Leader and SLT meet regularly to discuss where the gaps in learning are and to identify key focus children for interventions.

### Ensuring reading for pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)  
We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the diversity of children at **Ernehale** and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Foundation, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Foundation onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is made available for classes to use at protected times. It must be booked via the school booking system. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

## **IMPACT**

### Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. In addition to this self assessment is integral to the No Nonsense Phonics approach, the children self-assess their understanding of the phonics code each day within the phonics lessons.

### **Assessment for Learning**

Assessment for learning is used:

- Daily within class to identify children needing extra support.
- To address these immediately and secure fluency of GPCs, words and spellings.
- At the beginning of 1:1 reading sessions if needed, to ensure children are given the correct decodable book. Individual assessment sheets are highlighted during assessments. These are passed on to new teachers to ensure consistency and progression.

### **Summative assessment**

Summative assessment is used:

- At the end of each No Nonsense Phonics book, using Phonics Tracker, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- To identify children at risk of not passing phonics screening check. PSC's are completed every half term on Phonics Tracker and information from them is used to inform interventions.
- by SLT to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

### **Statutory assessment**

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.