

Barton Seagrave Primary School



Reading and Phonics Policy

Written by Dawn Batchelor & Debs Cox: June 2026

Agreed:

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*"So please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place, you can install,
A lovely bookshelf on the wall."
Roald Dahl,
'Charlie and the Chocolate Factory'*

Rationale

The teaching of reading enables all our pupils to become fluent, enthusiastic, independent and reflective, life-long readers. We believe reading provides the key to unlocking most areas of the curriculum as well as providing a great deal of pleasure and enjoyment.

What it means to be a reader at age 11:

Affective processes: child enjoys reading, is motivated to read, thinks positively about reading, is a confident reader, identifies as a reader and relates to texts.

Behaviours: child reads widely and frequently and discusses reading and reads without expecting reward.

Cognitive processes: child is proficient in using technical skills and has good comprehension skills.

Aims

We aim to enable our children:

- To have a 'love of reading' and a delight and interest in books, texts, authors, poetry and all forms of writing
- To read independently, fluently, expressively and with understanding to help promote greater self-confidence as a reader
- To glean information that they need in order to answer their questions and the questions of others
- To understand and respond to a wide range of books and media texts
- To develop their abilities to analyse, compare, evaluate and criticise texts which they have read
- To develop and create a pleasure for reading that will last into adult life
- To promote general knowledge, including a better understanding of other cultures
- To promote a greater insight into human nature and decision making
- To understand the variety of written language and the differences between the language of fiction and non-fiction and associated content domains:
- *content domains are the information / criteria that children will study and be tested upon. Reading content domains are based on the National Curriculum and are used to make sure that children understand the information that they have been taught in relation to: decoding, retrieving, summarising, inferring, predicting, studying meaning, language / vocabulary (including author's choice) and in making comparisons and contrasts to other texts.*

Guidance

Book Areas / Reading Areas

This is an attractive area in classrooms containing fiction / non-fiction and / or poetry books. The books are regularly refreshed to reflect current teaching and learning. Children freely access the book area (which may constitute topic books and topic packs) at any time during child-initiated activities, investigative work or cross-curricular topic learning. This is in addition to the library area which children in UKS2 access independently and during designated library slots.

Individual Reading

Children are listened to (by an adult in class) at least once a week in Foundation Stage and Key Stage One classrooms. A comment is made in their reading record book. Children are heard at least once a fortnight in Year Three by an adult in school and a comment is written in their

individual reading record book. In Foundation Stage and Key Stage One the main book types used are: RWI, Book Bag Books, Blending books (for phonic decoding), Bug Club, Rigby Star, Usborne phonics and Project X. Once children are able to access storybooks during phonics lessons, these fully decodable books will be sent home alongside another decodable book. Children will also be encouraged to take home an additional story book of their choice to share with an adult to encourage reading for pleasure. During Year 2 children will also begin to access Accelerated Reader books.

Comprehension Lessons

- Every child will be taught at least one weekly reading comprehension lesson from Year Two upwards. The teaching session will include:
- Weekly modelling whereby an adult will guide the children to features, language, pictures and a specific content domain: decoding, retrieval, summarising, inferring, predicting, studying meaning, language / vocabulary (including author's choice) and comparisons and contrasts to other texts
- A wide range of texts including, fiction, non-fiction, classic texts and poetry will be used to ensure children are exposed to a broad range of different text types.
- There will be a focus on teaching one or two key skills in each taught session
- Children will all access the same whole class text during teaching sessions in order to teach the skills to answer questions. Some children may benefit from the text being pre-read or given extra support or scaffolding during, and in addition, to these lessons.
- Children will be given the opportunity to practise the skills taught during one or two generalised skills lessons each term to ensure that all reading skills are utilised in practice.
- For some children (Year Two or Three and /or less able) the text may be a RWI book and teachers will branch into a wider range of texts as appropriate.

Phonics

We believe that children need to learn phonics well in order to be able to read unknown words. In Reception and Year One children are taught their phonic sounds and letter formation by using Read Write Inc. for sounds, sayings and letter formation. It is a structured, systematic approach where children learn letter-sound correspondences (graphemes and phonemes) and blend them for reading. They are taught phonics daily for around thirty minutes per session. This work is then consolidated through both reading and writing activities. We also use a variety of other resources to support the teaching of phonics, for example, the use of RWI online, online phonics games and practical resources, such as letter puzzles and word wheels.

We assess phonics at the start of the academic year and then again at the end of each half term. We use the 'Read Write Inc.' sounds as the basis for our assessments in order to gauge the children's knowledge of individual sounds, their ability to blend sounds as well as their knowledge of red alert words (those that can't be decoded phonetically). In the Foundation Stage children learn set one and set two sounds. Set three sounds are introduced in the summer term. In Year One set two sounds are revised and set three sounds are fully reinforced for all those children who are ready. In Year One we also carry out additional phonic assessments based on the Government Screening Test which encourages the children to use their phonic knowledge to read a variety of both 'real' and 'alien' words. This follows the same assessment regime that the children have been used to with RWI. It allows teachers to check on children's progress and recall as a direct impact of having been taught phonics.

Children are currently taught within their year groups and are given appropriate, differentiated activities to apply and consolidate their learning. This may also be taught by grouping children to ensure they are working at the appropriate level for them.

Based on our ongoing assessments, if a child needs additional support this will be delivered by the teaching staff and learning support assistants. However, if any children are falling behind, they will be grouped according to ability and will receive additional phonics booster sessions or one-to-one phonetic work using precision teaching. This is to ensure that children are helped to 'Keep up rather than Catch up' in order to make progress. In Year Two if the children have passed their Year One Screening Test and are ready, they will begin the Year Two spelling programme in the autumn term. However, some may require further consolidation and will therefore receive phonics teaching / booster programme work and intervention to support this.

Reading Assessment

- Reading speed trackers to monitor Key Stage Two fluency
- Accelerated Reader data – for Year Two upwards: individualised reading reports, including reading ages and class data
- PiXL data analysis for Key Stage Two (question level) linked to reading comprehension papers for testing three times a year
- Phonic acquisition records kept by class teachers for Year Reception and Year One linked to the RWI scheme being taught
- Phonic screening results for Year One
- Data / information gathered through reading interventions for each class held by individual class teachers
- Programme data such as 'Catch Up', 'Booster Phonics', 'Project X' and 'Toe by Toe' for individuals to target support with the development of their reading skills and fluency levels
- SATS results for Year Two and Year Six and summary reading data reports for the school.

Accelerated Reading

From Year Two onwards, children have an Accelerated Reading (AR) book and answer comprehension questions through online quizzes. Their progress is monitored regularly by their class teacher and the Reading Lead. The books go home instead of the individual reading books for Year Reception and Year One. However, some children with lower prior attainment or phonics gaps in Year Two, may continue reading their individual reading book until they are ready to move onto an accelerated reader book. This will be monitored through 'Star Early Literacy' tests linked to Accelerated Reader. It is monitored by the SENCO. At least fifteen minutes of classroom teaching time is devoted to children individually reading their AR book each day in school.

Accelerated Reader Prizes

Every time a child achieves 80% or more in an Accelerated Quiz, they will receive a token for the prize draw. Every half term, one child from each year group (Year 2 – Year 6) will win a £5 book voucher. The prize draw will take place during the whole school Student of the Week assembly. Teachers will also regularly give children small rewards to encourage reading, such as stickers, bookmarks and green house points.

Phonics Prizes (Reception and Year 1)

Trackit points are granted to children who regularly read at home in the Foundation Stage and in Year One.

Reading at Home

There is an expectation for parents/ carers to listen to their child read regularly at home each week for children in the Foundation Stage, Key Stage One and Year Three. Parents / carers should record that they have done this in their child's reading record book on a weekly basis or more frequently if they so wish. Parental comments can refer to any reading of phonics storybooks as well as their individual reading book or Accelerated Reader book. *For some children, who may be experiencing difficulties with reading, parents/carers may be asked to hear their child read and to continue to write in their reading record book beyond Year Three.*

Parents are encouraged to support their child with their reading beyond Year Three by sharing books with them, encouraging them to read independently and asking them about what they have read. Whilst we encourage them to read appropriately levelled Accelerated Reader books, children should also be encouraged to read other books from home or the library, books relating to their personal interests, poetry, comics and children's newspapers. Children who develop a love of reading for pleasure are more likely to achieve academic success and also to read as an adult.

Daily Class Read

This is a shared story/poetry book/play/non-fiction piece that the teacher reads to the class for ten minutes or more every day. This is to help foster a passion for reading, model different reading strategies and to immerse and expose children to further forms of literature.

Library

The school library has a rota allowing children from Year One upwards to change books efficiently and swiftly during their class slot with their teacher. This gives the younger children in the school a breadth of scheme books alongside a choice of books for reading for pleasure. Children in upper Key Stage Two are encouraged to browse and change books at other times depending upon the rate at which they finish reading their current book. Within the library are: AR books, other fiction books (non- AR) and a variety of reference, non-fiction and poetry texts used across the curriculum.

Break out areas and classrooms

In Years Two, Three and Four Accelerated Reader books are contained in breakout areas and / or classrooms to ensure that book changing is quick and efficient. Books may also be changed during class library slots. In Years Five and Six children have access to Accelerated Reader books in the classroom and / or library.

School activities promoting reading

- World Book Day annual events
- Accelerated reader prize draw, incentives and prizes for Year Two upwards
- Author visits
- Reading Champions – class visits, book promotions, listening to younger readers, assemblies
- National Poetry Day, Storytelling week and other national reading events
- Virtual story telling events and online book-based webinars eg. Scholastic events
- Library displays / promotions / children's own book reviews/ First News newspapers

- Summer Reading Challenge
- Travelling Books Book Fair
- Read for Good sponsored read

Responsibilities

The Head and the Deputy Head teacher will:

- Provide support by encouraging staff and sharing best practice
- Monitor learning and teaching throughout the school
- Support staff development through in-service training and provision of resources
- Monitor assessment data.

The Leaders for Reading and Phonics will:

- Ensure continuity throughout the school and lead staff meetings to support this aim
- Monitor reading, planning and assessment data in school
- Keep up to date with new developments in reading and keep the staff informed
- Play a key role in formulating, maintaining and reviewing the Reading Policy
- Lead colleagues and at all times be supportive
- Audit resources regularly
- Organise regular events to promote reading throughout the school
- Assist selected Year 5 and Year 6 children in their role as Reading Champions
- Promote a Reading for Pleasure culture throughout the school.

The Class teacher will:

- Be responsible for the teaching of reading as set out in this policy, including displaying books / having a book area in their classroom linked to current learning each term
- Endeavour to read to their class on a daily basis for ten minutes or longer
- Be able to recommend books to children in their class and help them expand the authors and reading content they are selecting for themselves
- Allow quiet / silent reading time for all pupils in class for a minimum of fifteen minutes each day from Year Two upwards as part of the school's Accelerated Reader programme
- Promote a Reading for Pleasure culture in their class
- Provide termly plans showing skills coverage and ensure their availability upon request
- Hear children read individually at least once a week in the Foundation Stage and Key Stage One by an adult who works at the school and mark according comments in their individual reading record book. *(This includes a minimum of once a fortnight that children are heard by their class teacher.)*
- In Year Three all children are heard read once a fortnight (minimum), ideally by their class teacher but sometimes this may be with an adult who is employed to work at the school instead. Children's reading record books will be marked with a comment in school each time that they are heard read
- Ensure that children are heard read once a week as extra (minimum) if their progress needs boosting in the FS and Year One, particularly if they are struggling to decode, and from Year Two upwards if their reading age is eighteen months to twenty-four months or more behind their chronological age
- Assess children's reading using one or more of the following: RWI, AR data, PiXL data, teacher and learning support staff assessments, formal tests (SATS) and keeping evidence to support these judgements

- Use evidence from the teaching and assessment of reading in order to inform future planning
- Monitor pupil progress in reading using assessment data and refer any concerns about individuals or groups to the reading coordinator, SENDco or SLT member in charge of their year group.

Appendix 1

Special Educational Needs Disabilities

Children with literacy difficulties

Read, Write, Inc.

Children who are making slower than expected progress in Year Two and who are below expectations may continue to be supported through the RWI programme. Children work individually or in small supported groups, led by staff in school. The programme develops phonic knowledge, reading fluency, accuracy and comprehension, as well as spelling.

Individualised Literacy Programmes

For children with SEN or those who are having significant difficulties with reading, an individualised literacy programme is developed as part of precision teaching and the child works with a teaching assistant / teacher for additional literacy sessions each week. This can be based on RWI, Booster Phonics, Project X Code, Toe by Toe or the Catch-Up intervention programme, depending on the child's age and needs. It may simply involve hearing children read additionally each week which is a must for any children falling eighteen months to twenty-four months or more years below their chronological age for Year Two upwards. However, some children may embark on a reading fluency intervention, cued articulation sessions and or / closing the gap sessions.

Children with Disabilities

Children with visual impairment may be supported with larger texts and laminated reading materials. These children will be seated appropriately in well-lit areas with minimum glare from direct sunlight. Support strategies suggested by the visual impairment team will be carried out to cater for individual children's needs.

Accelerated Reader

Children with literacy difficulties access the AR reading programme once they have been assessed with an appropriate reading age and the teacher deems it appropriate. Children in Year Two and Key Stage Two are encouraged by their teachers to choose reading books which meet both their interest and reading level, governed and supported by their current Accelerated Reader ZPD.

Reading Comprehension Lessons

Weekly reading lessons run in each class from Year Two upwards. (Year Two from January onwards.) Activities for children with SEN will be personalised and there may be additional adult support.

Dyslexic Friendly School

Each class has dyslexic friendly strategies and resources as necessary, including dyslexic friendly reading books and colour overlays. There is a large selection of dyslexic friendly, age-appropriate texts in the school library.