



ACET JUNIOR ACADEMY PHONICS/EARLY READING POLICY

PHASE	JUNIOR
POLICY LEAD	KATY WRIGHT (Executive Principal)
DATE OF APPROVAL BY TRUSTEES	
DATE OF RECEIPT BY LOCAL GOVERNING BODY	
FREQUENCY DATE	ANNUALLY
REVIEW DATE	

Intent

To ensure every child is able to read at age related expectation, regardless of their background, needs or abilities.

To ensure all pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.

To ensure the teaching of reading develops pupils' vocabulary, language comprehension and a love of reading.

For pupils to have the opportunity to enjoy a wide range of stories, poems, rhymes and non-fiction.

For teachers to be ambitious in their expectations of phonics acquisition through a trust wide progressive phonics approach.

Implementation

To create a phonics programme to match or exceed the expectations of the National Curriculum and the Early Years Foundation Stage.

To have clear expectations of pupils' phonics progress term by term from Foundation to Year 2.

To ensure the sequence of reading books show a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.

To ensure pupils' have sufficient practise in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and home.

To ensure reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Foundation.

To ensure ongoing assessment of phonics progress is rigorous to identify any pupils' who are behind the programmes pace and targeted support is given immediately.

To ensure all staff within the school are trained to deliver high quality and consistent phonics lessons.

Impact

All children to be reading fluently by the end of Key Stage 1.

All children to read an age appropriate book with 100% accuracy.

All pupils reading a range of texts and developing a love of reading.

Parents and carers all have a clear understanding of phonics and Early Reading.

Phonics

Phonics is taught from Foundation Stage through to Year 2 and we teach using the systematic synthetic phonics approach. We follow the Letters and Sounds publication which has been adapted to ensure the teaching sequence allows confident acquisition of phonemes, develops fluency and is matched to our reading scheme.

The Letters and Sounds framework has been divided by phase and then into sub-phases to support phonics acquisition and to allow children to achieve the small milestones of each one. The sequence overview is ambitious and has been designed to consolidate all previously taught phonics while children are acquiring new phonics knowledge.

All children are assessed using the ACET assessment booklets and are grouped based on their current phonic knowledge. Children will then be taught the appropriate sub-phase over the 6 week cycle before they are assessed again and regrouped. A keep up programme will run alongside this in afternoons to ensure all children still have the opportunity to acquire the phonemes appropriate for their year group.

Discrete phonics lessons take place daily across Foundation Stage and Key Stage 1. They follow the structure of 'Review, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. During lessons there are opportunities for discussing new vocabulary and ensuring letter formation is correct.

Children will learn 4 phonemes, 2 high frequency words and 1 or 2 'tricky words' per week. The 'tricky words' for phase 3 and 4 are taught before their phase in Foundation Stage as they are included in the all phase 3 and 4 books. This allows the children more time to become secure with these 'tricky words' to allow them to access the phase books quicker.

By the end of Foundation Stage children at the 'expected' level will be secure in phase 3d. Children who achieve the 'exceeded' grade will be working at phase 4 or above. By the end of Year 1 children at age related expectations (ARE) will be secure in phase 5f. By the end of Year 2 children at ARE will be secure in phase 6.

Children in Foundation Stage who are working below ARE will take part in small focus group phonics sessions to be taught the age related phonemes in addition to their discrete daily phonics lesson at their current phase.

Children in Year 1 who are working below ARE will be part of an afternoon 'keep up programme' where they are taught age related phonemes to ensure they are able to access and pass the Phonics Screening Check. This will be monitored through rigorous tracking.

The keep up programme will also be available to children in Year 2 or above as intervention sessions to reteach and consolidate specific phoneme acquisition based on individual needs. The phonics assessment booklet will highlight the gaps in learning.

Early Reading

Reading books are banded to match the phonic phases and ensure that children are only reading books that contain the phonemes they have been taught. This will enable the children to read a book fluently with 100% accuracy.

Children need to have been taught all the grapheme/ phoneme correspondence of a sub phase before they can read a book from within that phase. For example, a child will need to know all the phase 2b phonemes before they have a phase 2b book.

Once the child is a phase 5f reader they will go on to the Oxford Reading Tree orange banded books.

By the end of Foundation Stage children at the 'expected' level will be reading a phase 3d book fluently and with 100% accuracy. Children who achieve the 'exceeded' grade will be reading a phase 4 book or above.

By the end of Year 1 children at age related expectations (ARE) will be reading a phase 5f book fluently and with 100% accuracy.

By the end of Year 2 children at ARE will be reading phase 6 books and above.

The children will complete a 'Read and Repeat' cycle. This means each week each child will take home

- 1 phonic reading book and their current sub-phase for them to read to their parents/ carers
- 1 phonic work book with new phoneme, words, captions and sentences that include the weeks' phonics teaching
- 1 'reading for pleasure' book for their parents/ carers to read to them to develop a love of reading

When children are reading a Floppy phonics book the characters' names appear in books from all phases. These are an exception and will be introduced to the children as 'sight words' until they are able to decode them. The names are – Mrs May, Chip, Biff, Floppy, Kipper, Mum, Dad, Gran, Wilf and Wilma.

In non-fiction books the titles and subtitles are key words and should be read to the child by an adult.

In the Project X books there are some challenge and topic words on the inside cover which need to be introduced to the children by an adult before they read the book. In the books there are specific pages for the adult to read. These are highlighted with a border around the page.

In school children will complete phonics activities to embed the skill of reading in 1:1 sessions. Children may also take part Guided Reading in small groups.

It is the class teacher's responsibility to hear pupils read and monitor progress using tracking grids. The early reading leader has the responsibility for monitoring the quality and consistency of the teaching of phonics and early reading.