



Ryhope Infant School Academy

English, phonics and Reading Policy

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Signed:

Chair of Governors

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Ryhope Infant School Academy
Literacy Intent

At Ryhope Infant School Academy we celebrate and welcome differences. We recognise that each child is an individual and we offer a curriculum designed to appreciate and build on children's prior learning. We provide first hand learning experiences which allow our children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Acquiring literacy is an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities and creates alternatives for building a better life.

Kofi Annan (Seventh Secretary-General of the United Nations)

The development of an effective literacy skill set (that is, speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with and make sense of the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At Ryhope Infant School Academy we recognise that at the heart of improving literacy skills is the opportunity to practise them. Improving literacy and learning can have an impact on student's self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering. We want to Nurture a love of literacy as part of pupil's life-long learning journey by developing all pupil's ability to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping our pupils to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for life after school.

We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

In the Foundation Stage (Nursery and Reception) children are given opportunities to:

Speak and listen and represent ideas in their activities;

Use communication, language and literacy in every part of the curriculum;

Become immersed in a language rich environment.

At Key Stage 1 (Years 1 and 2) children are given opportunities to:

Learn to speak confidently and listen to what others have to say.

Learn to read and write independently and with enthusiasm.

Learn to use language to explore their own experiences and imaginary worlds.

Curriculum Impact

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering their age-related expectations for each year group. All teachers set targets for their pupils which are based on at least good progress. Each half term these targets are discussed against current progress at pupil progress meetings. Any pupils who are working below age related expectations will be receiving extra carefully planned targeted support in intervention groups. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Monitoring and Evaluating Impact

EYFS will assess children in line with Birth to 5 Matters, whereby teachers will observe and document progress toward reaching the Early Learning Goals in;

- Reading – word reading and comprehension,
- Writing
- Physical – Moving and Handling – fine motor skills.

Key Stage 1 will use teacher judgment and ongoing observations to assess children's progress. In addition, at the end of Autumn 1 and Spring 1 teachers use formal assessment to monitor the children's progress.

In writing, all children in Year 2 complete a 'cold' writing task at the start of a unit. In Year 1 and 2 in reading, teachers use Twinkl comprehension assessments. Alongside this, teachers continually assess children's progress each time they work with them in reading groups. They will identify children at risk of falling behind their peers and plan interventions as a support for them.

In all cases, data will be entered into the school tracking system half termly and will be analysed and reviewed by the Headteacher and discussed at progress review meetings with class teachers.

The English subject leader and the Headteacher will carry out monitoring across the school year to assess teaching and learning throughout the school. This will be planned for in the subject leader's action plan, which has identified actions for English stemming from the SIP.

Speaking and Listening

Intent

Our overall aim is for our children to become efficient language users who are able to communicate effectively both in formal and informal situations, both inside and outside of the classroom. This will be achieved by devoting time, energy and resources to the development of oral communication.

Speaking, listening, group discussion, interaction and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy, and contribute to group discussions effectively.

Implementation

We aim to achieve this by;

- All staff being aware that we are a role models in our day to day interactions with the children and with other adults in our school.
- Giving our children confidence in themselves as speakers and listeners, by showing them that we value their conversations and opinions and encouraging a respect for the views of others.
- Helping them to articulate their ideas and provide purposes and audiences for talk in both formal and informal situations and in individual, small group and whole class contexts as well as providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- By giving opportunities to use communication, language and literacy in every part of the curriculums; from Nursery onwards, we encourage the children to speak confidently, listen to what others have to say and represent ideas orally in their activities.
- By providing a range of experiences where children can work collaboratively and give them opportunities to discuss and explore real and imagined situations through role play, drama and discussions.
- By developing the child's ability to listen with attention and understanding throughout all areas of the curriculum and by giving the opportunity to ask and respond to questions appropriately.

Children's starting points in Nursery are measured via baseline assessments and through a rapid screening check adapted from the Derbyshire Language Scheme. Intervention groups involve targeting children who have demonstrated less understanding and all children are exposed to a language rich environment. In Reception, our children with less language skills are identified and take part in a small language Intervention Group which is adapted from the NELI program (Nuffield Early

Language Intervention Program). Progress is analysed half termly by the Class Teacher and the Intervention manager.

Impact

We want our pupils to be able to:

- Speak clearly and confidently in Standard English to peers and adults
- Listen and respond appropriately to all teachers and children.
- Ask relevant questions to develop knowledge and understanding.
- Extend their vocabulary via relevant strategies.
- Use appropriate language in a variety of situations to describe, to express feelings, to justify answers, to give suitable explanation
- Be articulate, use tone, be imaginative and descriptive
- Be attentive and participate in collaborative conversations, while staying on topic and initiating and responding to comments.

Reading

Intent

Improving literacy and learning can have a positive impact on pupil's self-esteem, on motivation and behaviour. If pupils can access texts, they can engage with their learning in a more independent way.

Our aims are that our children will learn to read with confidence, fluency and understanding; have an interest in the written word, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners who can employ a range of independent strategies to self-monitor and correct.

We understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Early reading skills are developed within our Nursery and Reception classes. The Statutory Framework for the Early Years Foundation Stage (2021) states that It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. In reading the children learn to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know'.

Implementation

We seek to provide print rich classroom environments in which reading is given importance and prestige.

To develop our pupils as readers we

- o Build on the children's knowledge and experience of print that they bring to school and involve parents from the beginning.
- o Provide a stimulating environment, where books and other reading materials are presented in an attractive and inviting way, so that children can see we value books and

reading, and will enjoy reading for pleasure and information, and develop an awareness of the importance of reading in their everyday life.

- Ensure that the children are given extensive experience and access to a quality selection of a range of genre, and plan for them to have time to browse and read for pleasure as well as using books as a tool for learning.
- Listen to stories for enjoyment and are read to by an adult on a daily basis.
- Provide opportunities for children to read aloud, on their own, with their peers and with their teachers and also regular opportunities to enjoy stories being read aloud to the class.
- Give opportunities to respond by talking appreciatively and critically about what they have read, discussing authors, themes, characters, settings and plots.
- We hold regular Book fairs/weeks in school to promote reading and enjoyment in books
- We also encourage joining the local library and participation in regular holiday “Reading Challenges”.

We aim to develop a positive atmosphere for reading.

In our classrooms we promote a love of reading through our inviting reading areas in the classrooms and the school library. Children can read independently or share a book with an adult or their peers. Children will have a daily story read to them by an adult, and an image of the book cover will be displayed in the classroom.

Our children read at least twice a week with a member of trained school staff in a small group reading session. The chosen text will match the child’s secure phonic ability. During the reading sessions, children will focus on decoding the text, Prosody and Comprehension. The children take their book home for the week and return it daily to school ready for their next reading session. If children have not read at home or are identified as requiring extra support then they will require a further 1-1 session. The lowest 20% of the class will be targeted for an extra reading session by the trained staff in the classroom.

A reading log is sent home by school with the reading book. This is also written in by parents and carers and acts as a reading diary and keeps a record of books read by children. Parents are asked to send the book and diary to school every day. Books that are damaged or persistently not brought into school, after a reminder by the class teacher, will incur a £5 fine.

If a child is identified as not reading at home, teachers will speak to their parent / Carer and explain the importance of reading at home. This will be placed as a record on CPoms system. If this continues, HT will be alerted and may speak to parents.

Children who are identified by class teachers as being inconsistently supported to read at home will read with an adult daily in a quality session in the classroom.

Throughout their time at Ryhope Infant School Academy children may experience in the following situations:

- **Whole class reading**

The whole class work on the same text for a block of two to three weeks. The sessions are carefully planned and, in each session reading skills are modelled and taught. All aspects of comprehension are taught and there is a focus on developing children's vocabulary. Alongside this, fluency and reading with intonation is also modelled and practised. Tasks are differentiated to meet the needs of all pupils.

- **Group Reading**

Children are grouped for reading according to ability and read a decodable text at an appropriate level. They are continually assessed and groupings are adjusted when necessary. Teachers model and teach a variety of reading skills and children are supported and encouraged to actively participate in discussions focused around the text.

- **Individual Reading**

Independent reading is either when children returns to familiar texts – re-reading strengthens a reader's control over the reading process, or when children reads texts selected by themselves – an important part of developing independence, motivating readers and helping children to develop and discuss their reading preferences.

- **Shared Reading**

Shared reading is when the whole class joins in the collaborative act of fluent, expressive text reading and re-reading. The teacher's role is to make overt what good readers do: acting as a model, demonstrator and instructor and leading discussions about the interpretation of the text. The teacher orchestrates responses, drawing attention to reading strategies and features at text, sentence and word levels, appropriate to the age, experience and ability of the majority. Sensitive questioning and prompting of individual children helps to ensure maximum participation and understanding.

Impact

We want our pupils to develop a love of reading and to appreciate and understand the importance of reading for pleasure and relaxation as well as for information and learning. Reading can aid spelling, help learners to be more critical and evaluative, and develop their vocabularies.

Phonics

Intent

At Ryhope Infant School Academy we strive to ensure that children become successful, fluent readers and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

Our objectives are

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage and key stage one.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Our Aims are:

- To ensure the teaching of phonics is lively, interactive and investigative.
- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure children use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To ensure children are taught strategies to identify and decode 'tricky words' within the English language.

Implementation

At RISA we follow the Little Wandle Letters and Sounds Revised document's principles and practice across foundation stage and key stage one. Teachers use the programme to deliver well-structured lessons that engage and challenge all children. All staff are trained in delivering the programme and are continually assessing the children's understanding and application of the graphemes they have been introduced to. We have a document laying out the expectations that we have of our children and this has been shared with parents within the Autumn term. Our children work in phonics groups within their year groups, to enable staff to teach the specific skills, strategies and sounds required by their group.

September 2021

Currently, due to 'Covid Catch up', each Year 1 and 2 child is accessing 2 daily phonic sessions to bring children up to speed with their phonic knowledge.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and

intervention programmes in Year Two to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check 'and obtain a pass mark. Due to Covid, this screen check was not carried out in the summer of 2021. Instead, children will read 40 words in the Autumn term of 2021.

The teaching of phonics will be done separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum.

Using the Little Wandle Letters and Sounds Revised document, children in our nursery will be taught phase one through a differentiated approach within the setting on a daily basis. Phase one runs throughout school as an ongoing development of skills in syllables, rhyming and alliteration.

Children in reception will be taught a discrete phonics session daily, initially for ten minutes and building up to 20 minutes. Phonics skills are also embedded in writing and reading tasks in literacy sessions. Children will be assessed at the end of every 6 week block and those children identified at risk of falling behind will be involved in 'keep up' phonic sessions – planned for by Little Wandle.

Children in Year One have access to high quality daily phonics sessions for twenty to twenty-five minutes. Groups are differentiated to ensure all children reach their full potential. The underlying aim of year one should be to ensure all children have completed phase five and have passed the phonics screening check.

Children in year two will have access to high quality daily phonics lessons for twenty to twenty-five minutes. The underlying aim in year two is to ensure that all children have successfully passed the phonics screening check and are then taught spelling rules whilst revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words 'that they have encountered before.

Teachers assess their pupils half termly against the Little Wandle Letters and Sounds Revised phase that they are working within. The assessments are recorded and uploaded to the tracking sheet and the Literacy / Phonics Lead analyses the data and reports back to the class teachers, to ensure children are making at least good progress and highlights children who will need intervention.

Impact

As with reading we want our pupils to develop a love of reading and to appreciate and understand the importance of reading for pleasure and relaxation as well as for information and learning. They can achieve this by being confident in their approach to vocabulary, using all the strategies they have been taught to access unfamiliar words and become successful, fluent readers.

*Refer to Little Wandle Phonics and Early Reading Policy

Handwriting

Intent

We expect the whole school to use the Letterjoin Handwriting scheme. Our overall aim at Ryhope Infant School Academy is to encourage pupils

- To take pride in their work.
- To produce clear, concise, legible handwriting
- To provide equal opportunities for all pupils to achieve success in handwriting
- To present work to a variety of audiences neatly
- To develop accuracy and fluency
- To help children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective
- To display neatly presented work around the school and in classrooms as a model of excellence for others to aspire to

Implementation

All classes follow the Letterjoin Handwriting Scheme.

- At the start of the year, handwriting practice takes place daily in Year 2 and Year 1. Groups of children are identified for intervention groups which are planned for and delivered on a weekly basis.
- Adults expect children to reflect the letter formations and joins in their daily handwriting.
- Handwriting is taught from Reception, initially within the Letters and Sounds session. Children are identified for intervention work as and when required.
- Handwriting lessons include large and fine motor skills activities, as well as a prescriptive language to describe the shape and direction of the letter formations and joins.
- The progression in the scheme is adhered to.

Impact

We want all of our children to be able to write fluently and for enjoyment and to be proud of the work they produce.

The presentation of work is highly important and children will be encouraged and motivated to use handwriting skills in all lessons when recording, ensuring high standards are maintained at all times.

*Refer to Letterjoin Handwriting Policy

Writing

Intent

Writing is an essential tool in the learning process. Children write to express their emotions, to convey their thoughts and opinions and to answer questions set to them. By developing skills, we can equip our children to use writing across the range of curricular activities in which they are involved.

At RISA we want our children to develop the ability to write effectively in various forms according to purpose and audience. We recognise that both Transcription (spelling and handwriting) and Composition (articulating ideas in speech and writing) are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

The National Curriculum states that;

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Implementation

Children are encouraged to write for real purposes from Nursery and beyond. The Foundation Stage provides a stimulating environment where children are encouraged and inspired to make marks, and give meaning to their marks both indoors and outdoors.

Mark making is given high regard and developed throughout the environment. Children should become immersed in an environment rich in print and use communication, language and literacy in every part of the curriculum. We treat children as writers from the earliest stage, who will have something they will want to communicate, by building on their writing skills they have acquired and their knowledge of print from the environment. All classrooms have a writing area and encourage writing in role. Children are encouraged to write independently and with enthusiasm, and given the opportunity to acquire confidence and a positive attitude to writing, using language to explore their own experiences and imaginary worlds.

All classrooms display word banks, phonic support and letter formation support to aid children in their independent writing.

Displays celebrate writing achievements and the children's work is often made into big books to be re-read in the reading area. Our whole school "Izzy Wizzy we've been busy" board celebrates good examples of writing across the school.

Children write for themselves, their peers, the school, and the wider community at times. We believe in giving the children the opportunity to write for a real purpose.

The purpose of the writing is made clear to children before they begin

Teachers model to children how to approach a writing task by writing themselves, explaining what they are doing as they go along (modelled writing) or by scribing the children's ideas onto large sheets (shared writing).

Writing sessions include time for discussion and planning -making time for the pupil to reflect upon their work and edit at various points.

Children should have the opportunity to become critical readers of their own writing by using self – evaluation and checking their work independently for sense, accuracy and meaning as well as working collaboratively during planning and editing stages.

Grammar and punctuation are taught in the context of children’s own writing, as well as exercises and word games and by modelling examples.

Strategies for spelling are identified to enable children to become confident and competent spellers.

Impact

We want all of our children at RISA to be empowered to write. Their belief in themselves is of the highest priority and once they believe that they can write a good quality piece of work then their skills will be established.

Children are praised at every level for their writing and the marks that they have made.