

# Bosmere Community Primary School



# Learning to Read at Bosmere Phonics & Reading Policy

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Approved by the Committee/Governing Body	<i>Bosmere Primary School</i>
Signature of Chair of Governors/Committee	
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## Learning to Read at Bosmere

### Intent

At Bosmere Community Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

*Enquiry:* fostering a sense of curiosity and problem solving

*Collaboration:* opportunities to learn with and from each other

*Oracy:* talk for learning to develop a rich vocabulary and clarity in communication

*Identity:* making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community.

*Linking learning:* identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful

We work to use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills through fluency and guided reading sessions, alongside a systematic synthetic phonics programme. When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics. However, when they can read most words 'at a glance' and can decode unfamiliar words easily, they are free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading.

To inspire a love of reading, *Bosmere's Reading Spine* provides a breadth of engagement with books and reading experiences, spanning Nursery through to the end of Year 6. The books have been carefully selected to represent a wide range of diversity in authors and content, with a diet of fiction and non fiction and 'anchor

texts' selected to explicitly link with topics taught each term/half term. Children will engage with reading and books throughout the school day as part of topic learning, as class readers, within assemblies or guided reading sessions or during times where they are given opportunities to read for pleasure.

It is our intent is that our children will learn to read and develop a joy of reading through becoming fluent and expressive readers, eager to immerse themselves in the world of print and books. As competent readers, Bosmere children will leave our school being able to read fluently and explore the subtleties and deeper meanings within the texts and books they encounter. This, alongside an engagement with texts that show them the diversity of the world around them, will ensure they are ready for the next stage of their learning.

### Implementation

Language comprehension is developed by talking, listening to and talking about stories, and by learning poetry and songs – these skills will be a focus of fluency and guided reading sessions.

Decoding and encoding skills are taught through our systematic synthetic phonics (SSP) programme.

In EYFS

Children thrive on repetition and by re-reading stories to children, teachers work to deepen familiarity with a story and increase emotional engagement. Re-reading a story allows children to hear new vocabulary over again, helping them commit the meaning of new words into their long-term memory. Children have new opportunities to connect with characters and their feelings, and to relive the excitement and emotion of stories.

What you may typically see in EYFS

- Children reading books (Rhino Readers) matched to the phonics sounds they are taught
- Story books taken home weekly (3 per week in Nursery)
- Teachers modelling reading using class readers from the reading spine, key vocabulary linked to our topic extracted and highlighted
- Regular opportunities for reading children's choice of books, 1:1 or in small groups
- Reading with class teacher 1:1 weekly in Reception
- Common exception words sent home, in line with SSP, alongside parental guidance information

In KS1

When the children are proficient enough in their reading, children will take a Star Reader assessment, using the Accelerated Reader programme to determine their ZPD (a range within which they are able to read). Books will be taken home to be shared with an adult. The children will then participate in a quiz to develop comprehension skills, prior to choosing a new book.

In addition:

- Picture books are chosen at the beginning of each week to be shared at home to develop fluency, alongside a Rhino Reader matched to the phonemes being taught as part of the SSP

Across KS1 and KS2

Children will take a Star Reader assessment, using the Accelerated Reader programme to determine their ZPD (a range within which they are able to read). Books will be taken home to be shared with an adult. The children will then participate in a quiz to develop comprehension skills, prior to choosing a new book.

Children will experience a range of ways to develop their reading skills, fluency sessions, guided reading or whole class guided reading.

What you may typically see in a fluency session:

- Children will be taught in differentiated ability groups which are reviewed half termly by class teachers after a phonic assessment
- Children reading books/poems/rhymes which move beyond the phonics they are currently being taught
- Teachers modelling reading
- Guided oral reading instruction - fluent reading of a text demonstrated by an adult as the model, children then reading the same text aloud, emulating their reading. Children are then given appropriate feedback
- Repeated reading - children re-reading a short passage a number of times until they reach a suitable level of fluency. Strategies such as choral (in groups, children read their section aloud, echoing the initial reading by the adult) or echo reading (children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation) will be used to provide oral support for reading
- Children reading the same piece multiple times, developing accuracy, fluency and comprehension

What you may typically see in a guided reading session, in KS1

- All children accessing a book, in small ability groups
- Children taking it in turns to read a sentence of the text each, following the text whilst others are reading
- Children reading the same text 3 times each week to develop fluency skills
- An adult will read alongside 1 group daily, 2 groups receiving support at a time
- The bottom 20% will read with an adult for the first session of the week to enable the adult to assist with any decoding, and to provide a model for the children in order to support their independence during future sessions

What you may typically see in a whole class guided reading session, in KS2

- All children reading their own copy of the same text, as a whole class
- Children responding (verbally and in written form) to a range of comprehension questions, focussing on the 6 *VIPERS* reading/comprehension prompts (vocabulary, infer, predict, explain, retrieve and summarise) during the process
- *Book Talk Bonus* words (tier 2 vocabulary) being explored, explained and used
- TAs supporting the bottom 20%, circulating during the session

How the school intervenes swiftly to help those having difficulty to make sure they keep up, and to stretch and deepen the learning of those who are able:

- All children in EYFS, Year 1 and 2 have a phonics session every day
- All children in Year 1 and 2 have a reading session every day
- All children in Year 2 who did not pass the phonics screening in Year 1 continue the phonics programme into Year 2, at the level they were assessed to have reached at the end of Year 1
- All children in Year 3 who did not pass the phonics screening in Year 2 continue the phonics programme into Year 3, at the level they were assessed to have reached at the end of Year 2
- Phonics intervention sessions, either rapid recall of unfamiliar phonemes or Fast Reading sessions, are in place for the children who have not retained the phonemes taught in their last block of teaching, to improve decoding and encoding skills
- Priority readers are identified and heard read on a 1:1 basis by an adult
- For those children using Accelerated Reader, the weekly diagnostic report will be used to identify and respond to any difficulties, or to review ZPD's and move children on
- Pre-teaching of text being used for whole class guided reading sessions for bottom 20% to prepare for the week ahead

## Impact

### Formative assessment

- Immediate feedback used so that teachers/TAs intervene swiftly to help children who are struggling
- Assessment takes place daily during guided reading sessions and is used to identify individual needs and to inform future planning
- Half termly input onto assessment spreadsheet, using national curriculum statements

### Summative assessment

- All children taking Accelerated Reader books home will quiz regularly and the results of this monitored by class teacher
- Ability to read decodable words and common exception words will be assessed in line with Twinkl Phonics
- Reading comprehensions assessments, such as SATs papers and NFER, to be used termly
- Main Assessment Reports produced, tracking progress and attainment and identifying priority readers for future intervention
- *Progression Map* used to track the progress of interventions and respond accordingly

## Summary of changes to the policy

Document control			
Date	Section(s)	Update(s)	Notes