



Silsden
Primary School

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Phonics and Early Reading Policy

Adopted: July 2024

Review: July 2025

Phonics and Early Reading Policy

The teaching of phonics and early reading at Silsden Primary School is of the highest priority. We are committed to ensuring that every child will learn to read, regardless of ability, need or background. Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. We are committed to inspiring every child to be excited about books and develop a love of reading that will stay with our children all their lives.

INTENT

At Silsden Primary School, we intend to deliver a Phonics curriculum, which enables:

- every child to be a reader
- early readers to have the skills to decode words in order to be able to read accurately
- children to read common exception words by sight
- children to understand what they have read and gain a deeper understanding of the phonetic structure of the English language.
- children to respond with curiosity about what they and others have read
- children to become enthusiastic and motivated to read for pleasure
- children to become confident speakers, fluent readers and willing writers
- children to be able to spell words quickly and easily by segmenting the sounds
- children to become confident in reading a wide variety of genres and text types
- children to develop their knowledge of a wide range of authors and illustrators
- children to have good letter formation

IMPLEMENTATION

At Silsden Primary School, in order to implement our intent....

We use a bespoke systematic, synthetic program written for Silsden Primary School, which is based upon the original Letters and Sounds publication using the RWI resources.

The programme is for:

- Pupils in Nursery to Year 2 who are learning to read and write
- Any pupils in KS2 who need to catch up rapidly

Teaching and Learning Style

- We deliver a consistent, systematic high quality, whole school approach to teaching phonics which begins in Nursery with Phase 1 – where the focus is on daily oral blending and language development, through high quality stories and rhymes. In Reception, Phase 2, Phase 3 and Phase 4 Phonics is taught, and in Year 1 they consolidate all what has been taught previously, whilst teaching the whole of Phase 5. In Year 2 Phase 5 is revisited in the first term, with more of an emphasis on spellings using the alternative sounds, and where needed Phase 5 is taught again to those children where the learning needs embedding.
- Phonics teaching will be continued into Key Stage 2 where necessary to support those children who do not yet have the phonics knowledge and skills they need to access the curriculum.

- A clear progression through the programme so children are taught from the simple to the more complex grapheme phoneme correspondences and common exception words. (See Appendix A and B – expectations)
- Opportunities throughout the curriculum to extend phonics teaching and learning beyond ‘dedicated phonics time. Consequently, learning is applied, reinforced and relevant connections are identified for the children.
- Teaching of phonics is taught in ‘fluid’ ability groups according to their progress in reading rather than writing to ensure teaching is targeted so every child achieves at an appropriate pace.
- Daily, morning lessons in EYFS and KS1 to ensure phonics teaching is prioritised. Lessons follow a sequential structure, where we:
 - Teach a new sound including oral blending
 - Revisit previously taught sounds
 - Teach new words
 - Revisit previously taught words
 - Teach handwriting mnemonic
 - Write words with the new sound and previously taught sounds
 - Hold a sentence to apply new and previous learning
- Lessons should be fast paced and follow the above structure,
- Adults, regularly review previous learning through ‘pinny time’ in order to move learning into children’s long term memory.
- Sounds taught are pure sounds, for example ‘sss’, not ‘suh’
- In KS1 a new common exception word is taught at the beginning of every phonics lesson and in Reception these are taught discreetly throughout the day.
- A supportive learning environment, with displays and table prompts showing sounds and key words accompanied by recognisable images that are consistent across year groups.
- Agreed Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons. For example, digraph, trigraph, split digraphs, special friends, blending, segmenting, Ted Fingers, Ted Talk, phonemes, sound buttons/lines
- Children access fiction and non-fiction books that are phonetically decodable. They are sequenced in the same order as the Silsden Primary School Phonics programme and children only read books that match their phonics knowledge. (see Appendix C)

Organisation

At Silsden Primary School the Phonics Leader, drives the teaching of Phonics and Reading, ensuring that all pupils complete the SPS Phonics programme by the end of Year 1 or by the end of term 1 in Year 2.

Their roles include:

- ensuring that the teaching of phonics is of the highest quality and that all our pupils make progress.
- ensuring pupils in the ‘lower progress’ group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- ensuring that the teaching of phonics is taught in ability groupings
- providing further training (through CPD, coaching/ observation and face-to face feedback)
- Monitoring of teaching and learning and coaching by the Phonics Lead, to ensure phonics is of high quality and consistent across the school.
- All members of staff have been provided with regular training, coaching, resources, and a Phonics folder containing supportive guidance for the SPS Phonics Scheme.

- Regular staff training to develop subject knowledge, confidence and ensure phonics teaching and learning is consistent from Nursery to Year 6.
- We expect every member of staff to be a 'Reading Teacher' who can confidently deliver our Phonics scheme to a group of pupils at the same reading level.
- All the pupils are engaged, with a positive impact on their behaviour using clear, consistent actions / strategies. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner.
- We discourage 'hands up' for answering questions because we believe that all pupils should answer every question.

Reading Club Sessions

In addition to Phonics lessons, we teach children to apply their Phonics knowledge when reading in our Reading Club sessions. In Reception, these start after Christmas and children are taught in small groups of 6-8 children. In KS1, these lessons take place in small groups. They use books matched to their Phonic ability. Each Reading Club group has a clear focus:

Decoding and Vocabulary check

Fluency – teaching children to read with expression and understanding

Comprehension – teaching children to understand the text.

Assessment and Monitoring

It is important that children's phonic knowledge is assessed frequently to ensure every child's phonics provision is clearly matched to their ability. This will result in the swift identification of those experiencing difficulty and fluid movement between groups.

- We assess children through:
 - Summative assessments (every term) using an online tool - Phonics Tracker
 - Formative assessments (weekly) through discussions with the Phonics lead
- A gap analysis of the summative assessments and Year 1 Phonics Screening Check is provided to teachers for each individual children to work on, with teachers and parents. Teachers respond to this by making adjustments to their planning and teaching of Phonics.
- We aim for all children to be accurate and fluent readers by the time they enter Key Stage 2. We have high expectations of our pupils' progress and will move pupils to another group if they are progressing faster than their peers.
- Keep up sessions offer immediate additional practice for those children who are identified as not keeping up with their peers. Identified children will take part in regular, short intervention groups with a focus on pre-teaching and overlearning using the same lesson approach as their daily phonics lessons. This is aimed at building confidence and successfully retaining what they have learnt.
- The Phonics Leader monitors pupils' progress until every child can read. No child is left behind to struggle.
- A key element of the SPS Phonics Programme is consistent, whole school practice, underpinned by appropriate professional development so all teachers and support staff, become phonic teachers.

IMPACT

At Silsden Primary School, the impact will be seen through:

- Internal monitoring including learning walks, lesson observations, pupil conferencing, book scrutiny. This will ensure teaching, learning and assessment is of high quality and consistent across the school.
- 90-95% of children will achieve the expected score in the Phonics Screening Test.

- Children will develop a love of reading as they learn to decode and have an 'I can' approach to attempting to read words.
- All children will know and understand the alphabetic code by the end of Year 1.
- Phonics data will be analysed termly by the Phonics lead and shared with class teachers so they know which sounds children need re-teaching.
- Rapid, effective support for children in danger of falling behind or those experiencing significant difficulty, to enable them to keep up.

Monitoring and review

The effectiveness of this policy will be monitored by the headteacher.

The governing board will review this every 12 months.

The scheduled review date for this policy is July 2025