



We are kind - We show respect - We work hard - We are honest

## Reading and Phonics Policy 2025

### Intent

At Standhill Infants School, it is our intention that all children become successful, fluent readers by the end of Key Stage One 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. We believe reading is a vital life skill that supports children's learning across the curriculum. As children learn to read, we actively encourage Standhill learners to apply our core values, showing resilience and working hard to become fluent readers. We value the importance of exposing the children to a range of texts, authors and illustrators that will not only develop their love of reading but serve as a valuable teaching resource when learning about the world around us.

### Aims

#### Reading

We strive to develop a rich reading culture by:

- Creating cosy, welcoming book areas in all classrooms.
- Providing all classes with the opportunity to visit the local library once every term and borrow books using individual library cards.
- Providing weekly opportunities to purchase books through our 'Book Shop' saving scheme.
- Engaging in dressing up theme days including World Book Day.
- Working with the Education Library Service to share high quality texts with the children, across a range of genres linked our half-termly themes.
- Incorporating Pie Corbett's 'Reading Spine' into our class story sessions
- Providing a range of quality books to practise reading at home (Active Learn online reading plus individual reading books)
- Displaying topic related words and labels on classroom displays and around school (minimum of thirty words per classroom)

#### Weekly reading opportunities:

Whole class reading:

Developing listening and comprehension skills, a love of stories, poems, non-fiction books and reading for pleasure. Staff read aloud to the children, who listen and respond to questions, make predictions and learn new vocabulary. Standhill follow a reading progression document from F2 to the end of KS1.



### Guided reading:

Foundation Stage - Children will start the year reading 1:1 with an adult on a weekly basis. As they progress through the year and are ready to, they will read weekly within a guided reading group with either a teacher or a teaching assistant.

Key Stage 1 - All children will read at least once a week within a group with a teacher. These will be during guided reading sessions and will focus on developing children's reading skills, fluency and comprehension in a small group of children of similar reading ability.

### Independent reading:

All children have the opportunity to read independently throughout the week. The children can choose to read their current book banded reading book, access their Active Learn account on the class laptops or a book from their class book corner.

### Additional 1:1 reading

Targeted children will have additional opportunities to read 1:1 with an adult. Our school-based reading intervention programme is followed for these additional 1:1 reads. In addition, we have three Literacy Volunteers who read 1:1 with Key Stage 1 children once a week.

### Reading homework

Parents / carers are actively encouraged to read with their children and record what they have read in their reading diary. KS1 children choose their own reading book from the appropriate coloured book band box. The book band colours are differentiated further through numbers and the children are supported to select the correct book. Reception children have their books changed weekly by an adult in the classroom. Furthermore, each child in school has their own individual log in on 'Active Learn' where they are allocated a selection of e-books for their book band level.

### Phonics lessons

At Standhill Infants, we follow the government approved Pearson Bug Club phonics programme which supports Active Learn, our online reading resource for guided reading and home reading. Children working below the expected standard will receive additional phonics interventions.

### Aims:

#### Phonics

#### **A consistent whole school approach:**

- 30-minute systematic daily phonics takes place in every class.
- All classroom areas have the following: Interactive whiteboard, phonics freeze frames from phase 2 to 5, phonics working walls, phonics flashcards, common exception word flashcards and access to whiteboards and pens.
- Small group/intervention teaching areas have access to phonics flashcards, common exception word flashcards and access to whiteboards and pens.



- All adults will articulate phonemes using pure sounds.
- Adults will provide effective high-quality modelling to children regarding letter formation and presentation.
- All phonics sessions will build on prior learning. Teachers will spot quickly children that are falling behind and intervention sessions will be taught.
- Guided and independent reading books will match the phonic phase of individual children, so that they can apply the skills they are learning.

### **Systematic and well-matched provision:**

- Systematic phonics lessons are supplemented with weekly guided reading lessons linked to the phonic phase and colour band the children are learning to read. Reading books up to purple are phonetically decodable so that the children can practise the skills they are being taught.
- Balloon words – Balloon words are given out to the children during their time in Foundation. They supplement the phonics scheme taught by giving children the opportunity to learn to read, and later spell, common exception words from the National Curriculum/phonics programme.
- Assessment takes place during lessons and then knowledge is checked through formal termly assessments and recorded on class phonics grid.
- Interventions will be taught through the 'gaps' process, by teaching the phonemes the children cannot yet read, rather than revisiting a whole phase.
- Children's phonics knowledge is checked in January of Year One using the previous year's phonics screening check. The information gathered is used to aid the teaching in intervention groups for Year One and the Year Two children who did not pass the screening the previous year.

### **Roles and responsibilities:**

The Phonics and Reading lead monitors the standard of provision across the school through observations and by hearing children read. Whole school moderation of reading also takes place to check that reading assessments are accurate. This information is fed back to the Head teacher to aid further school development and CPD.

Review date May 2027