



BANKSIDE PRIMARY SCHOOL

Phonics and Early Reading Policy

The context of our school

At Bankside, we are determined that every child will read to their full potential-irrespective of their starting points. As a school, we have a thorough understanding of the science of learning to read, and have adopted evidence-based approaches that enable children of all attainment stages to begin, sustain and flourish during their journey to reading. Our children experience success regularly, and are intrinsically motivated by this. They are proud readers at every stage of their development.

Rationale

Sounds-Write is a direct instruction approach to the teaching of reading and spelling. It aligns very closely with the Science of Reading and incorporates insights from the Science of Learning, including Cognitive Load Theory. Research shows that teacher knowledge is one of the most important factors in effective teaching and learning, and that is why Sounds-Write is fundamentally a training-based approach rather than a resource-based programme. Sounds-Write is a whole-school linguistic phonics approach to teaching children to read and spell from the Early Years to Year 6 and beyond.

Intent

Phonics (reading and spelling)

We know that all children can- and will- become fluent readers if they are taught using a systemic, synthetic and *linguistic* phonics programme to high standard, every day, and we also recognise that this journey may take longer for some than it will others. Therefore, we use the Soundwrite approach across all key stages and attainment levels to develop reading and spelling skills because the scope and sequence offered ensures access for children at every level.

The approach is applied across the curriculum from Reception upwards and so from an early age, our children learn that the alphabetic code represents the sounds which they speak; linking the spoken word to important listening skills, applying these to reading and spelling.

Comprehension

As a school who value evidence-based pedagogy, we understand that reading mastery requires language comprehension, as well as word recognition. We use carefully selected approaches to support children's understanding of language and language structure so that they enjoy what they read, and are able to use their skills to serve more practical purposes.

These approaches are the golden threads that weave through the tapestry of Early Reading at Bankside, and we teach with passion and fidelity to them.

Implementation

Foundational skills in Nursery and Rainbows

Our 'Communication and Language' and 'Literacy' curriculums are planned developmentally and teach essential the 'pre-reading' skills of attention, organisation and oral blending by:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- explicit teaching and modelling of high-quality language

All children are taught to orally blend using the 'Ann Sullivan: Phonics for SEN children' linguistic phonics approach which compliments Soundwrite.

Daily Phonics in Reception, Year 1, Year 2 and Year 3

We teach phonics for 30 minutes a day in Reception, Year 1, Year 2 and Year 3. Sessions are taught as a *whole-class*. We follow the Soundwrite scope and sequence:

- Reception children learn the 'Initial Code' (words containing VC and CVC structure, progressing to CCVC, some digraphs and then to words using the CCVCC/ CCCVCC structure).
- Year 1 children learn the 'Extended Code- First Spellings' (introducing common vowel digraphs amongst other spellings)
- Year 2 and Year 3 children learn the 'Extended Code- More Spellings' (extending children's code knowledge to less common spellings of sounds)

Additional support for vulnerable readers

We recognise that if children are not reading consistently and with fluency within the Extended Code by the time they reach Year 3, they will encounter significant challenges as they progress through school. In response to this, we assess children half-termly and using this data, give those who require 'keep-up' support access to targeted 1:1 Soundwrite Initial Code sessions or 1:1 Reading Mastery.

We also recognise that for some children, it can be a more complex task to develop the skills required to read and spell and we have taken pride in learning and developing our practice and pedagogy in this area. These children (no matter their age) are provided with targeted or personalised intervention which addresses their primary difficulties. These sessions are delivered by practitioners with significant training in SEND reading from external professionals.

Reading Mastery

Through our 'Reading Mastery' sessions, every child in Reception to Year 2 (and those who need to, in Year 3- 6) read to an adult three times each week. As the week progresses, children practise fluency with accuracy then prosody, before discussing questions to explore their comprehension. Books and groupings are matched carefully to the needs of each child. Soundwrite is a 'mastery' programme, so books are selected to ensure that children are applying prior learning by using long-term recall up to practise their reading skills.

Home reading

Once children have completed their 'Reading Mastery' text, they are able to take it home to share with their families as 'experts'. Books are changed weekly. Those still in the early stage of blending take home our 'Speed Read' sheets that link directly to their intervention words that week.

Ensuring consistency and pace of progress

- Soundwrite is scripted, therefore all staff use the same language when teaching reading and spelling- from Reception to Year 6.
- Each year group follows a Long Term Plan which ensures *depth* and *breadth* of learning.
- We access coaching visits from the school's Soundwrite trainer, as well as regular session drop-ins from the Early Reading Lead and SLT.
- The Early Reading Lead uses tracking data to identify children who require additional support, which is put in place the following term.
- Additional resources are used from the Soundwrite Portal

- Staff meet regularly to observe each other and use the programme's lesson- feedback proforma to structure their dialogue.

Ensuring reading for pleasure

Children are read to every day and the books chosen reflect an inclusive curriculum and one in which our children can see themselves represented in the texts. In every classroom, book corners are inviting and considered to encourage a love for reading. We recently invested in a school library which takes pride of place in our playground. Every class has protected time in here each week. 'Reading cafes' are regularly held as part of 'Family Friday' so that children can share their own books, and new books, with their loved ones.

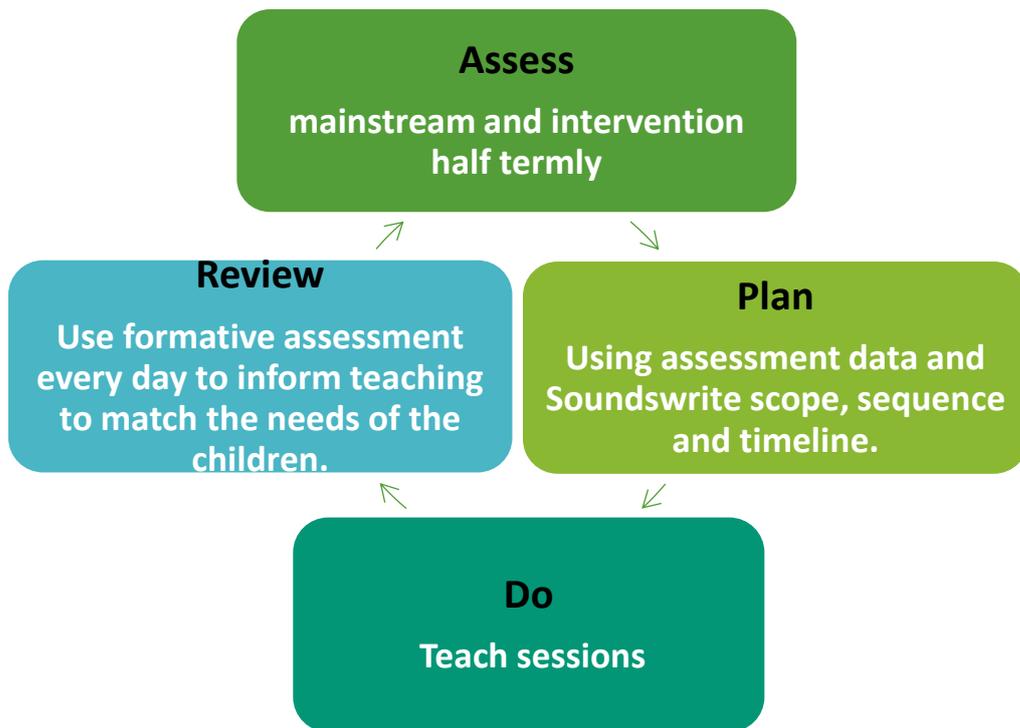
Impact

The teaching and learning of reading is monitored constantly. Teachers use summative and formative methods of assessment, and the Early Reading Lead uses a mixture of qualitative and quantitative data to develop a whole-school picture. Provision is reviewed formally every half term and informal conversations happen on a daily basis.

Assessment for learning

- Whiteboards at the earliest stages of phonics
- Teachers circulate the room ensuring interactions with every child
- Consistent error corrections and scripting
- Review lessons planned responsively to the needs of the class and ensure 'spaced practice' of prior learning
- All staff working with an Early Reader completes a weekly summary report on the progress of the children, to ensure prompt response from the Early Reading Lead, where required.

Assessment of learning



- In Reception, Year 1, Year 2 and intervention groups across the school, children are assessed half-termly against the Soundwrite programme. Gaps in knowledge and skills are identified, collated and applied to planning.
- In Year 3, 4, 5 and 6, vulnerable are assessed termly to ensure they meet the basic standard of the Extended Code; the data from which informs teaching within whole class and intervention groups.

Statutory Assessment

- All children who meet the criteria in Year 1 sit the Phonics Screening Check and resit in Year 2 if they don't meet the required standard.

Putting Down Strong Roots for Success:

The Early Reading Entitlement at Bankside

	Universal	Targeted	Personalised
Nursery	Daily 'Sound Time' sessions including Phonics for SEN Oral Blending Daily SALT sessions Daily Attention sessions Daily Story Time	Group Listen and Say sessions Group Story sessions	1:1 SALT programmes 1:1 Intensive Interaction programmes
Reception	Daily Soundwrite sessions 1:1 Reading Mastery	Daily Group Soundwrite intervention Daily SEND Group Reading sessions Phonics For SEN Oral-Blending group	1:1 SALT programmes
Year 1	Group Reading Mastery (3x weekly)	Daily Group Soundwrite Intervention Phonics For SEN Oral-Blending group	Daily 1:1 Reading Mastery Daily 1:1 'Keep- Up' App sessions
Year 2	Group Reading Mastery (3xweekly)	Daily Group Soundwrite Intervention 'Keep- Up' App sessions	1:1 Reading Mastery (3xweekly)
Year 3	Daily Soundwrite sessions	Daily Group Intervention with Reading Mastery	1:1 Reading Mastery (3xweekly)
Year 4, 5, 6	Daily Soundwrite sessions		
Rainbows Alternative and Personalised Provision	Daily 1:1 Sound Time or Soundwrite sessions Daily 1:1 SALT programme Daily Attention sessions		