



## Phonics and Early Reading Policy

### Curriculum Vision

At Killisick Junior School our curriculum is designed to develop all of our children socially, emotionally, and academically to become happy, healthy and fulfilled, aspirational adults who actively engage with the world as global citizens regardless of background. Our curriculum is built upon our school's core values, with reading at the heart, that feed into every aspect of our school and our community. We have high expectations for all of our learners regardless of age, stage or background and celebrate all achievements. It was designed, and is evolving, to equip pupils with the knowledge and skills that they need to facilitate their own learning, enabling them to unlock their full potential.

We offer a wide range of experiences to all children which empowers them, raises their self-esteem, and develops their wellbeing and cultural capital. This will enable them to follow areas of interest and ultimately to be happy and aspirational adults: giving them the knowledge, skills, and disposition to thrive in the global environment of the 21<sup>st</sup> century, leaving their individual legacies.

### No Nonsense Phonics Scheme

At Killisick, we use the No Nonsense Phonics Skills programme (a validated systematic, synthetic phonics program) to support those children who have not yet passed their phonics screening. We are supported by the Flying High English Hub who have provided high quality training for Early reading leads based on the No Nonsense Phonics program. All staff have also received training with an overview of the principles of this scheme.

This scheme provides a content-rich body of work and highly practical guidance based on international summaries of research on reading. These include the instructional features described as the Five Pillars of Literacy: 1) phonemic awareness (awareness of the smallest sounds in speech), 2) phonics (teach the alphabetic code and phonics skills explicitly and systematically), 3) vocabulary enrichment (teach new words explicitly), 4) fluency (requires ample repetition and repeat reading), 5) language comprehension (of spoken language and reading comprehension of how to interpret literature). In addition, the Simple View of Reading model is important as it illustrates the relationship between the technical code knowledge and skills of word decoding and word recognition with the meaning-making of language comprehension.

Book	Featured Graphemes
1	s a t i p n c k ck e h r th
2	m d g o u l ll f ff ss b j y
2+	v w x z zz qu ch sh ng nk
3	ai ay w oa ow ie igh le o a e i o u y
4	ee or z zz wh ea ea s se ze aw
5	ng nk v ve oo oo y ey x ch sh th ph
5+	er ir ur a-e e-e i-e o-e u-e air are ear
6	qu ou ow oi oy ue ue er ar ce ge se
7	c g oe i-e e-e o-e a-e u-e air are ear ere
8	eer ear ere ier ir ur ear wor our
9	x ie ew ch ou a ch tch ture ti cl ssi sl s ge le il al el f ff ph gh j ge g dge kn gn wr mb st or ore our oar oor ough aw au a al ough ar ar

### Daily interventions

If a child has not passed the phonics screening in Y1 or Y2, they will require daily intervention from a member of our phonics team. At the start of the year, an Early Reading Lead will carry out the No Nonsense Phonics assessments to identify gaps and set targets. This data is then shared with phonics teachers, SLT and all staff working with the targeted children.

These gaps will be addressed using the Flying High 'Keep up' intervention activities using the No Nonsense Phonics approach.

Children will also read their decodable reading book during these interventions to develop fluency and automaticity.

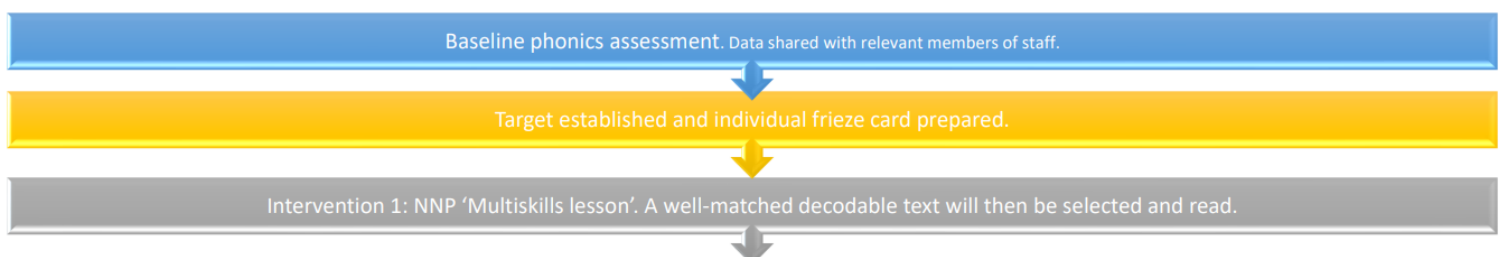
Children are expected to complete 2 codes per week unless they have complex SEND needs. An Early Reading Lead will moderate with phonics teachers to ensure children are working on the correct code and moving at an appropriate pace on a weekly basis.

Children will be reassessed by an Early Reading Lead at the end of each half term using the No Nonsense Phonics Assessment. Each child's progress will then be discussed with the Head Teacher at half-termly progress meetings.

At the end of each term, children will complete the phonics screening. Any children who pass the screening will be discussed with the Senior Leadership Team. If this result supports our No Nonsense Phonics judgements, they will no longer require daily phonics intervention.

Our aim is for our Y3 children to have completed the No Nonsense Phonics intervention by the end of the Autumn term unless they have complex SEND needs.

### Phonics Intervention



### **Additional in Class support**

Children in all classes who are receiving additional phonics Keep-up sessions read their decodable book to an adult daily.

Each classroom has a large alphabetic code chart which is used to model variations in spelling for the same code. Children receiving phonics intervention also have individual code table charts they can access when writing independently.

### **Home reading**

A decodable reading practice book is taken home to ensure success is shared with the family. This book is linked to the child's current phonics target. This is selected by a member of the phonics team. Reading for pleasure books also go home for parents to share and read to children to allow our children to develop a love for reading. We have support materials for parents available on our website. These materials explain decodable books and how they are used, how we teach phonics and give support to parents on the correct pronunciation of phonemes.

### **Reading for Pleasure**

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the diversity of our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

We celebrate reading for home in our special reading assembly where children receive badges based on how many times they have read at home and get to walk down the red carpet!

We value reading for pleasure across the school and understand the importance of creating this love in our early readers. We give our children opportunities to visit the local library and bookshops to find the right book to build the ethos of reading for pleasure. Our outdoor reading areas are promoted regularly and led by positive reading role models. We celebrate our love for reading during reading festivals, World book Day, author visits and when recommending books during assemblies. We have a well-stocked library and have invested in decodable KS2 texts to support our upper school children.