



Reading and Phonics Expectation Document 2022-2023

Intent

Our intention at Broadway Infant School is for each child to make their best progress in reading. We recognise that each child has their own starting point and progress is measured in line with this. Children in our school are exposed to high-quality, varied texts and immersed in vocabulary-rich learning environments. Our aim is for children at Broadway, from EYFS and into KS1, to develop into fluent, confident readers who have a good understanding of what they read, as well as an overarching love of reading for pleasure.

Implementation

Phonics is taught daily in every class. Our whole school SSP (Statutory Synthetic Phonics) programme is Twinkl Phonics. We use this scheme as the core of our phonics provision, to plan our phonics lessons and provide all children with an online book matched to the sound they are learning. Lessons will include reviewing previously learned sounds, learning and applying new sounds in reading and spelling and learning to read and spell high frequency words. Children in all classes across the school will have access to intervention support if teachers have identified their attainment to be below expectation or if they are not making expected progress.

Reading is taught in a variety of ways, as well as in phonics. Children take part in individual reading sessions as well as whole class reading and comprehension lessons. All classes have a daily story read to them, which continues to develop children's love of reading. Reading also plays a large part in daily English lessons based on a quality text used throughout each term. Using a text as a basis for teaching allows explicit comprehension teaching, story-telling and retelling, and vocabulary exploration. All classes from EYFS and in KS1 have a well-stocked, accessible, age-appropriate book selection in the classroom, which is changed regularly to reflect topics, aspirations and seasons. Speaking and listening plays an important part in reading.

Children are given appropriate phonically decodable and book banded reading books so they can practise their reading skills at home and further develop their love of reading.

Coverage:

- The EYFS and The National Curriculum is used to plan and teach reading.
- The progression of knowledge and skills is broken down into EYFS, Year 1 and Year 2 to show how the subject is planned and sequenced.
- Our statutory phonics scheme is Twinkl phonics, this scheme provides teachers with daily planning and resources to ensure consistency and progression across the school. Children use whiteboards and/or phonics jotters to record their learning.
- In KS1 phonics lessons are daily for 30 minutes and in EYFS they are 20 minutes with an additional 10 minute session in the day to support concentration.
- In KS1 a reading activities session happens daily which the children complete independently to embed reading and phonics skills/knowledge, during these sessions children record their learning in a variety of ways, including using Phonics Hero, phonics worksheets, and games.

- In KS1 children are taught reading comprehension lessons to develop the skills of reading for information and being able to answer questions about what they have read.
- 1-1 reading happens on a rolling programme and teachers and TA's record every time they read with a child.

Environment:

- EYFS and Year 1 have a phonics board that displays the phonics sounds they are learning. These displays are used to support children during phonics lessons and in their independent work.
- Children have access to phonics mats to support their reading and phonics skills.

Home learning:

- All children are expected to read at home on a daily basis. They can become a 'Champion Reader' if they read at home 5 times in a week.
- Children take home the following books:
 - A phonically decodable book matched to the phonic level they are working at.
 - A coloured book band matched to the level they are working at.
 - A phonics book matched to the sounds they have been learning in their phonics lessons that week (produced by Twinkl Phonics).
- In addition online phonically decodable books are provided which are set for the children and are matched to the sounds they are learning in phonics lessons and those at their individual level.
- When learning phonic levels 2, 3 and 5 children take home a worksheet that matches the sound they have been taught that day and provides an opportunity to revisit the learning from that day.
- All children have the opportunity to take a book from the school library weekly that is their own choice to be shared at home. When children reach Gold book band or above they can take home a chapter book.
- All KS1 children have a Phonics Hero log in which they can use at home and in school. This is an individualised phonics APP which supports the teaching and learning of our phonics scheme.

Assessments:

- During lessons:
 - In EYFS and Year 1 there is an opportunity to re-visit previously learned phonemes/graphemes and CEW at the start of each phonics lesson. In Year 2 learning is re-visited and built upon throughout the week.
 - Assessment for learning strategies (questioning, oral feedback, observations) are used to adjust the teaching and learning for both individual pupils and the class as a whole. Class teachers will note areas of difficulty/misconceptions and make adjustments within the lesson or the following sequence of lessons to address these.
- In EYFS and Year 1 children are regularly assessed to identify which graphemes and CEW they recognise. Children are also assessed on their ability to read words using the phonemes/graphemes they have been taught. These assessments are used to identify children that may need further support or intervention.
- Teachers read regularly with all the children on a 1:1 basis, during this time they gather evidence towards the relevant assessment criteria. They also use PM Benchmarking to assess children's reading and comprehension. The assessments are completed through the year when necessary and at the end of the year to inform teacher assessments.
- Teachers use their assessments to make an overall judgement upon whether each pupil is working at, above or below the expected level twice a year (February and June) and these judgements are reported to parents.

- In Year 1 children are assessed using the statutory Phonics Screening Check. Children are assessed as being working towards or working at the expected standard. In Year 2 any children who did not meet the required standard in Year 1 have to re-take the phonics check.
- In Year 2 children have to complete the KS1 reading assessments during May. There are two reading papers for them to complete and these are marked internally. The results of the assessments are used to inform teacher assessment judgements and are shared during transition to the junior school.

SEND / Vulnerable Pupils

- SEND Strategies for use in Quality First Teaching and Support Plans document details support for SEND / vulnerable pupils in all curriculum areas.
- Individual SEN pupils have their own support plans and targets.
- Reading/phonics interventions take place for children identified as needing more support.
- Children who do not read at home have access to additional reading opportunities.

Impact

To gain an overall picture of attainment in reading and phonics across the school, the subject leader regularly undertakes a range of monitoring including pupil voice, learning walks, book scrutiny and a review of planning. They also analyse the assessment data and identify areas where the subject needs to be further developed.

As children move through school from EYFS and into KS1, they develop good lifelong reading habits e.g reading for pleasure and reading for information. Children will read audibly, accurately and coherently, adapting their voice to suit a range of purpose, audience or text type. Children will be able to explain and discuss what they have read having developed their inference and deduction skills.