



Reading & Phonics policy

Subject Leader: Jess Singleton
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At White Ash we believe that successful approaches to the teaching of phonics and reading should encourage children to use a variety of strategies in their pursuit of meaning. Our aim is for every child to be immersed in reading in order to develop memories and their imaginations. Whether to support our children to communicate or support them in becoming fluent readers, we want them to make appropriate expectations and progress. As well as this, we want children to read for pleasure on a regular basis and develop a lifelong love for reading.

Intent

In planning the development of phonics and reading skills, individual needs are considered and reflected in the approach. At White Ash we focus on the importance of laying firm foundations in this crucial area of the curriculum and apply a consistent and whole school approach to the teaching of early reading skills.

The school aims to ensure that our pupils:

- Develop into happy, healthy, and curious learners who reach their potential in reading.
- Are encouraged to develop lifelong enjoyment and pleasure in reading.
- Are supported in the development of vital and important communication skills for life.
- Are provided with exciting, engaging, and varied reading materials.
- Begin to understand the meaning of what is read to them and what they read.
- Begin to respond to and show preferences in what they read (reading for pleasure).
- Experience objects related to texts, stories, and poems.
- Experience phonics in a multisensory and engaging way.

- Participate in planned speaking, listening, reading, and writing activities which allow them to explore and practice their pre-reading skills, phonic knowledge and blending and segmenting skills.
- Be introduced to different environmental, body, musical and everyday sounds.
- Be introduced to grapheme/phoneme correspondences.
- Apply their phonic knowledge and skills to decode words and develop fluency in their reading.
- Develop and learn segmenting and blending skills.
- Be given opportunities within continuous provision to develop pre-reading and reading skills independently.
- Access interactive multi-sensory phonics/reading games and activities.
- Take part in shared reading and/or writing led by the teacher to demonstrate reading and writing strategies (including phonics) in a meaningful way.

Phonics

At White Ash, we have developed and established a successful approach towards the teaching and learning of phonics. We are committed to the planning and delivery of high-quality phonics lessons, ensuring pupils have the best start possible in developing their reading skills.

At White Ash School the teaching of Phonics is:

- Systematic and synthetic – teaching pupils to recognise letters (graphemes) and their corresponding sounds (phonemes).
- Multisensory and interactive
- Practical and engaging
- Differentiated

In school, we use the Red Rose programme for phase 1, which develops Phonological Awareness skills through a range of adaptable speaking, listening and communication activities. For phase 2 onwards, we use the Bug Club Phonics scheme. This is a consistent approach to the teaching and delivery of interactive and engaging Phonics sessions, providing a range of opportunities for pupils to develop and extend their phonics awareness and skills. Bug club Phonics is used in a relevant and appropriate way, in EYFS and across Key Stages 1 and 2. Using both online and printable resources, Bug Club Phonics provides a structured approach for our pupils in learning grapheme-phoneme correspondences (GPC's),

Reading at White Ash School

Our main aim is for all pupils to enjoy reading experiences at whatever level they are working at. Through our differentiated provision all children have opportunities to enjoy reading, matched to their learning abilities. For some this will be through sensory stories with objects and experiences which help develop their awareness and understanding. For others it will be through a structured approach following a reading scheme as outlined below.

The reading structure at White Ash School is as follows:

Shared Reading	Guided Reading	Focused Reading	Reading for Pleasure	Home Reading
Children to be introduced to a variety of texts as a whole class group/smaller group – class topic texts, sensory stories, drama etc.	Children working individually with a text selected by teacher at appropriate phonics/reading level. Use of Bug Club books. Progress is recorded in individual reading records. Guided reading takes place at least 3 x per week.	Children working individually or in small groups to use an apply their reading skills e.g., comprehension tasks. -Bug Club Online. -ILP Target work.	Children to be provided with opportunities to choose own reading materials from the library or bookshelves in class.	Children have a home reading pack, in which reading books are sent home with some pupils so that parents can hear them read. Progress in reading is recorded in individual reading records.

Reading Schemes

At White Ash School we use reading schemes which encompass a range of reading strategies including segmenting, blending, and sight vocabulary. We aim to provide reading materials at all levels of ability.

- **Bug Club**

This online reading resource encourages young readers with beautiful artwork, humour, loveable characters and books and topics they really want to read. Bug Club is being used throughout school and is a very effective tool in supporting and developing phonics, reading and comprehension skills.

Pupils are provided with their own individual passwords to access a wide range of books electronically (on a laptop or tablet). Teachers can set appropriate reading books online for each pupil in their class. All pupils have a coloured book band that matches their phonics phase/reading level.

Pupils can access these books during Bug Club reading sessions and also anytime at home.

Hard copies of these books can be found in our Library area.

- **Words First (KS2 onwards)**

This is a structured approach, designed to support pupils to learn to read and write high frequency words. The aim of this reading scheme is to teach word recognition individually and in the context of reading. This ensures that pupils develop the understanding that single words join in simple sentences to convey meaning.

Identified pupils begin this scheme by learning to recognise and read sets of 12 high frequency words (sight recognition words). Once secure, pupils can then read a simple story containing only the words they have been taught. Pupils then work through words and books 2-5 meaning they will learn 48 high frequency words in total.

See *'Words First An Introduction for Teachers'* for more information in Appendix A.

Guided Reading/Reading for pleasure.

At White Ash School we use the Bug Club reading scheme which encompass a range of reading strategies including blending, segmenting, and sight vocabulary. We aim to provide reading materials at all levels of ability.

All classes have daily shared and guided reading sessions. This is done in the classroom and the library area. All classrooms have a reading corner, providing pupils with opportunities to develop their own interests in books and to read for pleasure. We aim to provide reading materials at all levels of ability.

Each pupil will have a guided reading book appropriate to their reading and phonics level. They will also have a book of their choice. These are read both in school and at home on a regular basis. Progress in reading is recorded on Evidence for Learning and in individual reading records. All pupils have a reading target on their individual learning plans.

Our library area also provides a range of texts including narrative, non-fiction, and poetry. Pupils are encouraged to choose their books linked to their own interests, supporting, and developing their imagination and love for reading.

Exploring Text

Pupils are given the opportunities to develop knowledge, skills and understanding through the following ranges:

Literature:

- Stories and poems with familiar settings and those based on imaginary or fantasy worlds.
- Stories, plays and poems by significant children's authors.
- Retellings of traditional folk and fairy stories.
- Stories and poems from a range of cultures.
- Stories, plays and poems with patterned and predictable language.
- Stories and poems which are challenging, in terms of length and vocabulary.
- Texts where the use of language benefits from being read aloud and reread.

Non-fiction and non-literary texts:

- Print and computer-based information texts.
- Dictionaries, encyclopaedias, and other reference materials.

Text:

- Interactive white board resources; software and websites.
- Big books and interactive stories.
- Reading scheme books including, 'Bug Club', 'Words First'.
- Class library books selected according to individual pupil needs and abilities.

Print in the Environment

Pupils should be encouraged to note print around them. Classroom notices should be discussed and produced together. These should generally take the form of the most appropriate approach for the class group considering their reading ability for example pictures, symbols, phrases, sentences, and individual words.

All classrooms should have designated and appealing 'Reading Areas'. Class libraries should be well organised with a wide selection of fiction, non-fiction, and poetry books. This will encourage reading for pleasure and aims to develop the curiosity and imagination of all readers.

Reading and Communication

We will also include daily communication activities as this skill is crucial in all aspects of our pupil's learning and reading development.

Throughout the day a range of alternative communication methods are used to support and encourage reading development. These are not used in isolation and a pupil may use several of these methods. These include PECS symbols, communication aids, Makaton signing, communication books and AAC devices.

Colourful Semantics

Colourful Semantics is an approach that uses colour coded words, supporting pupils to understand and put together the different elements within a sentence. This technique encourages pupils to develop their skills in spoken language, supports them in answering who, what, where questions and promotes the use of nouns, verbs, prepositions and adjectives in both reading and writing skills. See *Appendix B*.

Cultural Capital

At White Ash school we provide our pupils with rich and meaningful opportunities to develop their cultural capital, ensuring we equip them with the essential knowledge and experiences needed for their future. From the very start of their school journeys, our pupils are taught the fundamental skills of communication and early reading, allowing them access to all other areas of the curriculum.

We promote cultural capital in reading, by providing and exposing our pupils to a range of texts, from different authors, cultures and genres. Through educational

visits, local community links, drama/role play and storytelling, we embed all important life experiences and expand pupils understanding of the world around them.

Other ways in which we promote cultural capital through communication and reading:

- Using a total communication approach.
- Daily reading/story telling.
- Story/song time at local libraries and community churches.
- Café visits – ordering own food and drink from a menu.
- Walking in the local community – recognising signs/logos.
- Visiting local shops – following a simple shopping list.
- Music, art, poetry and rhyme activities.

Reading and ICT

ICT enhances the teaching of Reading at White Ash. It also offers ways of impacting on learning and accessing reading materials in an interactive way. Computers and appropriate software can be used to support reading and be used as evidence for assessment purposes. We have access to Bug Club which provides an online package in which children can develop their reading and comprehension skills. We support children in their reading development through the use of Ipad applications and online games and activities.

Cross Curricular links and Learning Outside the Classroom

Opportunities to develop reading skills are also found across all areas of the curriculum and in everyday situations such as good morning/communication sessions, Educational Visits and in all our creative curriculum sessions. Pupils should be provided with opportunities to read instructions in Science and P.E, read about the World and the past in Geography/History and learn new vocabulary and terminology in Art and Design.

Pupils should also be encouraged to notice print in the wider environment. During Learning Outside the Classroom, opportunities should be provided in order for pupils to read signs, posters, shopping lists, menus etc. Stories and poetry can also be taken outside, encouraging pupils to listen to and engage in new texts in the great outdoors.

Impact

Assessment

Reading is reported and analysed formally using our progression document and termly ILPs. This information is gathered using Evidence for Learning and clearly highlights the progress made in reading and also shows any areas for concern in any pupils. Pupils who show that they have not made the expected progress will be given additional support and interventions to close the gap.

Reading progress and next steps are recorded in 'Reading Records'.

There is a reading target on every ILP that is regularly worked upon and evaluated.

We record evidence of Reading ILP targets on Evidence for Learning, which provides a learning journey showing the progress made across this area of the curriculum.

Phonics is assessed twice a year. This is done using a highlighted Phonics tracker sheet. Each pupil has an assessment sheet appropriate to their Phonics Phase. The English subject leader keeps a copy of all Phonics assessments.

The Role of the Subject Leader

- co-ordinating phonics and reading throughout the school. This includes monitoring the teaching of phonics and reading and strategies used via lesson observations and 'Learning Walks'.
- monitoring progress in reading and put in place appropriate interventions for pupils not making the expected progress.
- Monitoring the quality of teaching and learning in phonics and reading across school.
- ensuring resources match the needs of pupils and are up to date and in line with Curriculum content and government changes.
- Advising and supporting colleagues, providing necessary training in the planning, delivery and assessment of reading.

Role of the Class Teacher

- To aim to develop phonics and reading skills of pupils.
- To develop and update skills, knowledge and understanding of phonics and reading.
- To identify inset needs in phonics and reading and take advantage of training opportunities.
- To plan, implement an assess effective, engaging reading sessions.
- To inform parents of pupils' progress, achievements, and attainment.
- To analyse progress data in conjunction with assessment leader and suggest interventions where appropriate.

Equal Opportunities

We incorporate phonics and reading into a wide range of cross curricular subjects and seek to take advantage of multicultural aspects of reading. All children have equal access to the curriculum regardless of their gender or ethnicity. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Resources

- Guided Reading Books/Boxes and Home Reading books.
- Big books linked to topics.
- Phonics Boxes – Phases 1 – 5 (stored in a central location).
- Bag books.

- Bug Club/Bug Club Phonics Books.
- Library Area for pupils to access books and read for pleasure. Phonetically Decodable Reading Books Sets Phases 1 – 6.
- Reading Area/Corner in each classroom.

Each year the English Subject Leader revises and updates an action plan with resources in mind.

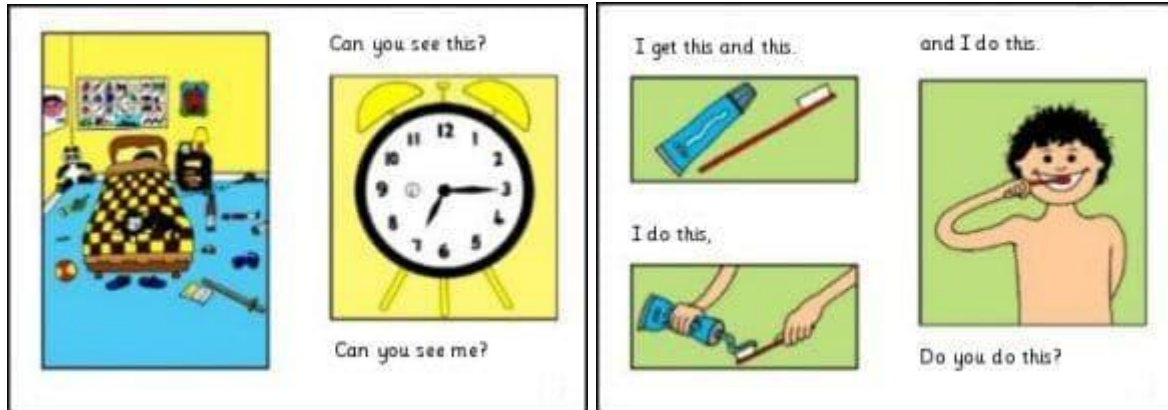
Jess Singleton (English Subject Leader)

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Review January 2027

Appendix A – Words First Information

Words First is a stand-alone programme specifically designed to teach children to read and write high frequency words.



Reading Context

The aim is to teach the High Frequency Words both individually and within a reading context, so that the children realise from the very beginning that words join together to convey meaning.

Structured Approach

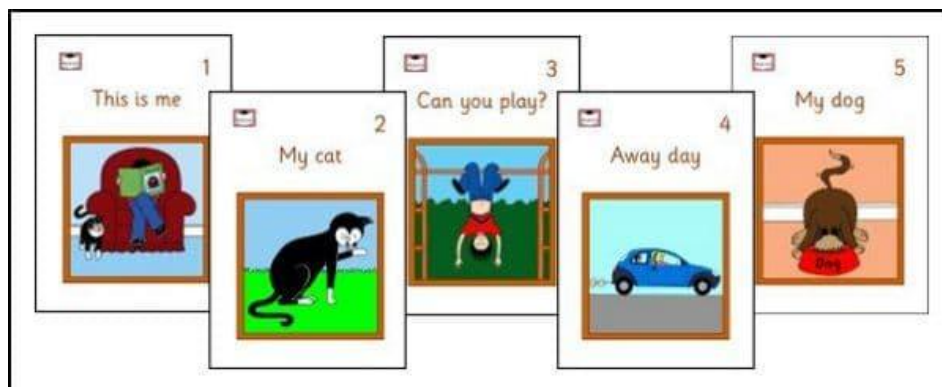
Words First takes a carefully structured approach to learning to read and write, by linking word recognition and comprehension skills in a series of graded steps.

Learning Progression

The 48 words are divided into four groups of twelve. After each group of twelve has been learned securely, the children are rewarded by reading for themselves a simple story which contains only the words they have been taught. So story one is based on just 12 different words, story two on 24 words and so on. There are five stories in all - the last story revises all 48 words.

The Story Books

The story books feature a young boy, his home, his pets and his relationship with others. The full-colour illustrations are clear, simple and child-friendly. The children's story books for individual reading are in A5 portrait format.



Appendix B

Colourful Semantics

Colourful Semantics is an approach created by Alison Bryan (a speech and language therapist) that uses colour coded words, supporting pupils to understand and put together the different elements within a sentence. At White Ash School, we implement colourful semantics to encourage pupils to understand and build sentences through spoken language and other methods of communication. This develops a wider vocabulary and supports pupils in answering who, what, where questions and promotes the use of nouns, verbs, prepositions, and adjectives in both reading and writing skills.

At White Ash School, we use the following colour coded words and symbols, which are in line with the original colourful semantics approach:

- Level 1 – Who? “the boy” (Subject – Orange)
- Level 2 – What doing? “is climbing” (Verb – Yellow)
- Level 3 – What? “a tree” (Object – Green)
- Level 4 – Where? “in the park” (Location – Blue)
- Level 5 – When? “at night” (time – Brown)
- Level 6 – Describe? “big” (Adjective – Purple)
- Level 7 – How? “happily” (Adverb – Pink)



Ways to use Colourful Semantics:

- Storytelling
- Describing Pictures
- Creating Sentences from Words
- Peer Interaction
- Role Play
- Writing Tasks
- Reading Comprehension
- Vocabulary Building