



## King's Academy College Park

### Early Reading and Phonics Policy

#### **Context of our School**

We have 772 pupils on roll at Kings Academy College Park. 115 (14.9%) of pupils have SEND, 9 of these have an EHCP. We have 138 (17.9%) EAL pupils. 200 (26.0%) of our pupils are pupil premium. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

#### **Early Reading and Phonics**

At Kings Academy College Park, we believe that all our children can become fluent readers and writers. This is why we teach reading through Supersonic Phonic Friends, which is a systematic and synthetic phonics programme.

We start teaching phonics in Reception and follow the Supersonic Phonic Friends, which ensures children build on their growing knowledge of the alphabetic code, vocabulary, and mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. At Kings Academy College Park, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. With 'Supersonic Phonic Friends', we 'wrap our children' in rhyme' to ensure they 'hear the sounds in the words they speak'.

#### **Comprehension**

At Kings Academy College Park, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Because we believe teaching every child to read is so important, we have an Early Reading and Phonics Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Supersonic Phonic Friends programme.

#### **Implementation**

Sessions are taught daily for 30 minutes and have a clear structure following the model: Revisit & Revise, Teach, Practise and Apply. We also have a session in the afternoon where we can revisit teaching from the morning to ensure fluency. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Children use a whiteboard to write words and develop to use phonic jotters to ensure children are developing their



writing skills correctly. Each Friday, we review the week's teaching to help children become fluent readers.

We follow the Supersonic Phonic Friends expectations of progress:

- ★ Children in Reception are taught to read and spell words using Basics 2 and 3 GPCs, and words with adjacent consonants (Basics 4) with fluency and accuracy.
- ★ Children in Year 1 review Basics 3 and 4 and are taught to read and spell words using Higher 5 GPCs with fluency and accuracy.

### **Daily support lessons ensure every child learns to read**

- ★ Any child who needs additional practice has daily interventions, taught by a fully trained adult. Support lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- ★ We timetable daily phonic interventions for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Supersonic Phonic Friends assessments to identify the gaps in their phonic knowledge and teach to these using resources – at pace.
- ★ If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'support' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

### **Teaching reading: Skillful Readers**

We teach children to read through reading practice sessions three times a week.

These are taught by a fully trained adult to small groups of children. We use books matched to the children's secure phonic knowledge using books that have been carefully selected to follow the SSPF progression.

Books are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- ★ decoding
- ★ prosody: teaching children to read with understanding and expression
- ★ comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.



In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### **Home reading**

- ★ The decodable reading practice book is taken home to ensure success is shared with the family.
- ★ Reading for pleasure books also go home for parents to share and read to children and these are chosen independently by the children.
- ★ We are developing independent decodable books and Accelerated Reader books to allow another opportunity for children to develop their reading skills independently.
- ★ We use the SSPF resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### **Additional reading support for vulnerable children**

Children in Reception, Year 1 and Year 2 who are receiving additional phonic support sessions read their reading practice book to an adult daily.

### **Ensuring consistency and pace of progress**

- ★ Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- ★ Lesson templates and Flipcharts ensure teachers all have a consistent approach and structure for each lesson.

The Reading Leader and SLT use the SSPF first class teaching outline to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

### **Ensuring reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002) *'The will influences the skill and vice versa.'* (OECD 2010)

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 children at Kings Academy College Park and 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.

In Reception, children have access to the reading corner every day in their continuous provision and the books are continually refreshed.



Children from Reception onwards have a home reading record. The parent/carer records a comment to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, library van, reading picnic, book swaps, parent reading sessions, national events etc).

### **Impact**

#### **Assessment**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

#### **Assessment for learning is used:**

- ★ Daily within class to identify children needing to be in support groups.
- ★ Weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

#### **Summative assessment is used:**

- ★ Every half term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support groups that they need.
- ★ By SLT and scrutinised through the SSPF assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

#### **Statutory assessment**

- ★ Children in Year 1 sit the Phonics Screening Check. Any child not passing the check resits it in Year 2.

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