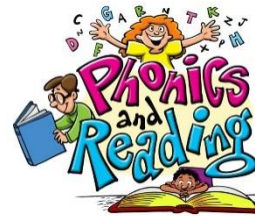




Phonics and Early Reading Three I's Document

Our Lady and St Rose of Lima 2024



Intent

The context of our school

Learning to read is a key life skill which enables children to gain information as the basis for other learning and to gain access to the magical world of fantasy. Being able to read permeates all other areas of the school curriculum hence why we are committed to ensuring that every pupil will learn to read at St Rose of Lima School, regardless of their background, needs or abilities. This is particularly essential to our school situated in Weoley Castle, where we have a high number of pupil premium children, (well above the national average), low unemployment (around 40%), and a high level of lower-paid jobs (37%).

Despite these figures, we want our children to be happy, compassionate to others and passionate about their learning and talents. We aim for our children to have the best possible start in life and to have the highest quality start to their education, learning and well-being. In order to access their education children need to have strong Reading skills. A strong start in Phonics and high-quality teaching of Early Reading is essential so that our children can progress and develop throughout their school life.

We are a Catholic School with Christ at our centre, who wish for our children to have the best start possible in reading whilst also developing a genuine love of books and thirst for literature. We want them to read books written by a wide range of authors, as well as many of the classics, before they leave us at the end of Year Six. We encourage all pupils to read widely across fiction, non-fiction and poetry to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We aim to provide vocabulary rich reading material and expose children to a variety of subject specific terminology to encourage conversation and discussion.

When children make good progress in Reading, they also find success in other individual subject disciplines; fluent readers learn more because they can read and gain knowledge for themselves. The ability to read fluently, comprehend and interpret is a prerequisite to success in later life. As a result, we have a Reading Leadership Team comprised of the English Lead, and a Phonics and Early Reading lead. We follow the EYFS framework, and the National Curriculum and we strive for all children to become fluent readers by both the end of their year group and the end of Key Stage Two. We aim to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject, in their forthcoming secondary education.

Phonics Bug

At our school we follow Phonics Bug which sets out a detailed and systematic programme for teaching phonic skills for children. It is a logically sequenced scheme which has adequate time for revision and practise as well as for learning and applying new phonic knowledge and skills using a consistent method.

Part of the Bug Club family, Bug Club Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children in our school learn to read by the age of six in a fun and accessible way. It uses interactive videos, visual actions and assessment games to keep the children motivated. Phonics Bug also has its own set of fully decodable books and e-books to support the scheme which we use at our school.

Implementation

Phonics Bug

Our chosen scheme of Phonics Bug is logically sequenced and uses progression based on research from The Clackmannanshire Study conducted by Rhona Johnston (MBE) and Joyce Watson. The phonics programme sets out a detailed and systematic programme for teaching phonic skills for children. Following its own proven progression, the whole school programme matches the National Curriculum and Early Learning Goals and has Phases 1-6, meaning that it can be used for all ages across our school, from Nursery to Key Stage Two. Bug Club lessons allows adequate time for revision and practise as well as for learning and applying new phonic knowledge and skills using a consistent method. It uses interactive videos, visual actions and assessment games to keep the children motivated. Phonics Bug also has its own set of fully decodable books and e-books to support the scheme which we use at our school.

- **Nursery:** We aim for all children to have completed a strong foundation of Phase 1 teaching from Bug Club which allows our very young learners to develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Phase 2 will be introduced in Summer Term only when and if children are secure within Phase 1.
- **Reception:** We aim for all children to have completed phase 2 and 3 by the end of Reception.

- Year One: We aim for all children to have completed phase 4 and 5 by the end of Year One.
- Year Two: We aim for all children to have completed Phase 5 and phase 6 by the end of Year Two.
- Key Stage Two (Year 3 - Year 6): Further phonics interventions for children who are not yet secure in Phase 3-6 phonics will be tailored to meet their needs and will be delivered by a member of staff trained in delivering high quality phonics, using Phonics Bugs lessons and resources.

Weekly Organisation

Our expectations for Teaching Early Reading and Phonics every week will include the following:

- Daily 30 minute Phonics sessions (Reception and Year 1)
- 4x a week Year 2 10 minute Phonics sessions (not Friday)
- 4x a week KS2 Phonics sessions (not Friday)
- 15 minute sessions daily as needed for pupils in Phonics catch up or intervention (Reception and Key Stage 1)
- 4 Whole Class Reading Sessions weekly for children who have passed Phonics Check (Year 2)
- 1 hour weekly Reading lessons in Year 1 and 2 Literacy lessons a week for EYFS (Nursery and Reception and which both include Reading and have frequent opportunities for using, developing and improving Phonics skills.)
- Where possible, all children in all classes from Nursery- Year 2 are heard reading by a TA or Teacher weekly (this could be 1:1 reading book, through reading lessons or whole class reading etc)
- Lowest 20% (daily readers) read daily with an adult
- All Children across EYFS and KS1 will be taught phonics either on the carpet or at tables facing the reading teacher and board. Children will be taught to sit as readers correctly with their robot arms ready to follow the text when reading.
- Spotlight children will sit in central spots to receive additional support where needed during Phonics.
- Where possible, children will have a mixture of both carpet input for reading and table input for Writing. All Phonics sessions taking place in Reception and Year One classrooms will have both inputs, where space allow.

Planning and Teaching Styles

Phonics planning is provided within our SPP programme and *Bug Club Phonics* is structured with both Phoneme Sessions and Language Sessions. The Phonics Bug planning follows the same teaching sequence for each lesson delivered through each and every phase: Introduce, Revisit, Teach, Practice and Apply. (please see below.) This structure fully supports the daily phonics teaching sequence recommended by the Primary National Strategy in the renewed Framework. The following diagram illustrates the alignment of the Bug Club Phonics lesson structure to this teaching sequence.

Revisit and Review	Every Phoneme Session begins with Revision to review previous learning. This includes the previous day's grapheme-phoneme correspondence (this relates to the individual letters or letters strings which represent individual sounds in the language) and also recaps blending, segmenting and spelling the relevant words related to that sound. The review part of the lesson is particularly important for supporting children's recall strategies to commit sounds and reading skills into their long term memory.
Teach	Every Phoneme and Language Session is composed of Teaching Elements (e.g teaching Sounds, Reading, Spelling etc) which are easily navigated to structure the new phonic teaching. Videos with actions to support the sounds and the use of an asset bank to find the new sounds in words are shown to the children. The teaching of grapheme-phoneme correspondences and high-frequency (common) words is covered.
Practise	Practice opportunities are available in the following areas: 1 Reading and Writing/ Spelling new GPCS words 2/ Unit-linked photocopy masters
Apply	Language Sessions provide opportunities to apply developing phonic skills to the reading, spelling and writing of captions and sentences. This application also covers irregular (not fully decodable) common words. In addition, children also have the opportunity to practise Phonics skills at the end of each lesson using the linked decodable readers, starting as early as Unit 2 of <i>Bug Club Phonics</i> .
Assess Learning/ Apply	Assessment guidance and materials provided within this guide and in the software enable ongoing formative assessment during the daily lessons and summative assessment at regular periods through the programme. The Bug Club Phonics online resources and games are used to prepare children for the Phonics Screening Check in Year 1. Children also have opportunities to read extra phonetically decodable books during all Phonics lessons, in Thursday assessment lessons, during 1:1 reading with staff and through reading at home. Children are given either online or hard copies of books matched to the sounds they have learnt that week so that they can spend time applying their new knowledge and practising reading the sounds in books.

Additional phonics intervention are given for children who need targeted support with a member of staff trained in delivering high quality phonics. Teachers and teaching assistants may enhance planning where needed, eg using a multi-sensory approach, but the delivery of the interventions remain within our Bug Club teaching sequence. During interventions staff also use Phonics Bug resources, such as flashcards and assessment games, to ensure fidelity to our scheme and consistency across the key stages in the delivery of phonics.

High Frequency Words

We include the teaching of high frequency or 'irregular words' in our Phonics lessons and interventions, so that children can learn these words, which they will encounter regularly in Reading, alongside the usual GPCS. The teacher introduces any high frequency words during Friday phonics sessions and teaches the reading and writing of these words during these times. Children can then review and practise words taught in that week through their Phonics Reading Book, which will contain only 'irregular' words which have been taught.

Groupings and Differentiation

Bug Club Phonics is a scheme which advocates whole- class teaching, and is designed to keep the class together, leaving no child behind. In order to maintain that inclusive approach, whilst also boosting the performance of the children who are progressing more slowly the class needs to move forward together as much as possible.

Most children at St Rose will learn in a whole class approach with their year group but some children who are progressing more slowly will be in a smaller group within their class. Children are split into two ability groups within their class due to the varying different ability levels which we can ascertain after baselining assessing our children at the start of every year. Learning in smaller nurture groups, given by experienced practitioners ensures that slower learning children can keep up with the pace of the scheme

whilst also supporting engagement, concentration levels and boosting progress. In EYFS and KS1 our children are also taught Phonics by teachers or TAS within that class which also fosters a sense of social inclusion.

At all stages, we assess our children's reading progress, including after each lesson, through our weekly assessment lessons and more formally through half termly assessments. Frequently assessing our children's reading skills, through both formative and summative assessment guarantees that gaps are immediately addressed to ensure every child secures strong phonics foundations. This also helps to inform the interventions or 'same- day catchup' sessions we hold for children who have gaps in Phonics knowledge or who may need to recap or practise sounds learnt. We also use these smaller groups for children who have may have had long periods of absence and who may need catch-up support and tuition to be able to keep up with their peers.

Teachers and TAs provide visual word mats and actions to prompt sounds where needed whilst also providing challenges and extension activities for more confident pupils, for example, writing sentences with new sounds in. Differentiation is also evident within the different year groups, for example, in Reception children are given visual prompt worksheets to help with spellings, whereas in Year One children begin to write more spellings and sentences without visual prompts and from their own bank of knowledge.

Reading Material and Home Reading- Phonics and Reading for Pleasure

Using Decodable Books

We use decodable books for our children from Reception- Year 2. All of our home readers are decodable and have been organised to match the Bug Club Phonics progression. There are a variety of books to match each unit of the teaching programme which match the order in which grapheme-phoneme correspondences are introduced in class, giving pupils the opportunity to practise their blending skills and to consolidate their knowledge. Following the logical lesson progression of sounds and weekly and half termly assessments throughout the year children are matched to the correct unit of home reader thus providing an opportunity for the children to practise and consolidate their learning at each stage.

Once children have mastered enough grapheme-phoneme correspondences, they are ready to start reading their own books (approximately after 2-3 weeks of Phonics teaching.) Prior to this there is a strong focus on communication and language for children who are not yet ready for 'word' or 'sound books. All children receive two Bug Club phonetically decodable reading books a week-to practise daily. The Bug Club phonetically decodable books are also matched exactly to the current GPCS and tricky words that children are working on within the scheme. They include a book with previous sounds that the children know and a book with the sounds they are currently working on- this allows children to both practise and revise previous sounds and to apply their new Phonic knowledge.

All children in Reception and KS1 read extra phonetically decodable books during their weekly Phonics assessment session based on sounds they have currently been taught so that they can apply their skills. KS2 pupils currently undertaking Phonics sessions also follow the same format as this and read regularly. This allows our children to consistently and frequently apply their knowledge of the sounds they are learning or have learnt in books, thus improving their Reading ability and fluency.

In Year 2, during Spring and Summer, children who are more able readers move onto stage books rather than Phonics Books. It is important to note that these stage books are not always phonetically decodable as they are for our more able readers who are more confident and fluent. These books are to be used to stretch and challenge pupils who are ready to move on, and aid their fluency, expression and detailed comprehension in Reading.

Reading for Pleasure

It is vital that children learn the correct Phonics skills for Reading and our phonetically decodable books are an essential for supporting this. However, we also feel it is just as important for children to enjoy Reading and to read for pleasure. Therefore, we give many opportunities for our children to read for pleasure in school and to spend time reading a variety of texts and stories which include children's old favourites, new and exciting stories and stories that celebrate different cultures, backgrounds and families.

To support our aim, we also allow and encourage each child in EYFS and KS1 to take home a 'reading for pleasure book which is a book from our school library. These books are neither phonics books or stage books but are well treasured fiction stories, or interesting non- fiction books that our children enjoy so much. Children are welcome to take these books from our school library as an extra book to read or if they do not have access to story books at home. These books are designed for child and parent to share at home together or for a parent to read to their child at bed time to encourage a love of reading.

Resources

We use many different resources at St Rose to widen our children's understanding and knowledge of Phonics and to support them in their Reading and learning. These include:

- Sending Phonics pack home regularly (every half term) to Reception, Year 1 and Year 2 classes which include Bug Club sound mats and words on the sounds they are currently working on.
- All classrooms from Reception- Year 2 must display friezes and working walls that match the GPCs that are currently being taught and the progression of the Phonics Bug Programme. All classrooms in EYFS and KS1 have an reading focus as part of their English working walls and Reception also have a Reading or Writing challenge area which is Phonics based. The Phonics working walls shows children what has been taught in class, contain key sounds which are being covered and give children the opportunities to remember, retain and apply their phonics knowledge.
- Reading areas or corners are also present in all classrooms across the school to ensure all children have access to books to both practise Reading skills and to enjoy texts for pleasure.
- TA's who take responsibility for leading a phonics group or a phonics intervention in a different area must provide children with a calm working environment where phonics resources/walls are available to support the children.

How St Rose uses Phonics Bug Resources

The Phonics Bug provides a range of digital resources that can be allocated to the children post direct teaching sessions such as interactive games that allow for the application of newly taught knowledge. These interactive games and assessment tools are used in weekly lessons for assessment and review and are also used regularly in our intervention program. Phonics Bug also produces daily worksheets and flashcards for each phoneme which can be used with children in daily lessons, in interventions or to be sent home for further practise. The worksheets are also used as a differentiation tool within lessons for our younger pupils- in Reception children use the worksheets to aid their spelling and writing as it has pictures as a visual tool to support them when writing words. Year One children are then expected to write words using their current and developed prior knowledge without such a heavy focus on picture tools.

Online Resources

Boom Reader

We also use Boom Reader as a reading diary tool for logging any reading that is completed with any child at our school. All teachers, pupils and parents have logins which allows us to log any reading that is completed with a child, either at home or at school. Comments that are written for the children when reading can be read by both teacher and parents and words that pupils are struggling with can be flagged up and recorded. It also allows us to see what books children have previously read and to see the progression of their Reading journey as they work through the GCPS and sounds taught.

Reading Eggs

Reading Eggs is also used as a tool to aid Reception and Year One children with their Phonics skills and to review and recap knowledge of the sounds taught in class. This is a website which has reading lessons, games, songs, rewards and activities for them to practise Phonics at home. This extra tool helps children to make real progress and feel proud of their success, motivating them to keep exploring and learning through Reading. When children login to the website it also provides children with a preliminary starting quiz so that the children's knowledge and starting points can be identified and pupils can work on sounds and phonemes they currently need support with and are less confident with. As well on working on children's current sounds, it also helps them with next steps and identifying and using new phonemes and graphemes, as they work through the program. All logins for Reading eggs are shared with parents and sent home on a regular basis to encourage parents to see this resource at home.

Reading Books and Active Learn Online Books/ Quizzes

Online E- books are also included within the Bug Club scheme and are allocated to pupils within Reception, Year One and Year 2 which include quizzes to aid comprehension of the book they have read. As well as e-books, the children's login also allows them to access Phonics lessons that are taught in class and interventions games for revision and support. All logins for Active Learn are shared with parents and sent home on a regular basis to encourage parents to see the resources at home.

Handwriting and Letter Formation

Bug Club Phonics teaches letter formation (for both lower case and capital letters) at the point of introduction of every grapheme and this talking-through element of such teaching also supports the children's cognitive processes. Reception and Year 1 mirror the visual prompts and videos shown on the Bug Club Phonics programme and during their Phonics sessions, print is modelled to children by either the class teacher or teaching assistant. At St Rose, we feel it is important for children at the earliest styles of Writing to learn how to form the basic letters first, rather than learning a the more trickier style of cursive before they are ready, which can then lead children to become disheartened or 'put off' Writing. We teach children the basics first and focuses on correct letter formation using print, so that children feel confident and positive about Writing and can write more easily and freely.

In Year 2 we then move the children onto a pre- cursive style of Writing, where pupils are taught pre- cursive ascenders, descenders and capitals. Children who master this an then progress to joining their letters in cursive in early KS2 before writing with greater fluency and speed by the end of KS2. Using a cursive style of joined writing then supports the children as they move into KS2 and further up the school, both with presentation and with writing with ease.

Spellings

Bug Club Phonics teaches spellings in Phonics lessons by reversing the reading process. Teachers model for the children how to segment for spelling and continue to scaffold the children through the process with each word they spell. This ensures that they identify each phoneme and choose the appropriate grapheme in turn, until the word is spelt.

Spellings are also taught throughout the year groups daily through Twinkl Spellings. Lessons are taught Monday- Thursday with a test on Friday.

Special Educational Needs and Additional Support

If there is a need, pupils will be given extra support to help them improve reading skills and make progress. Where a child is making limited progress in Phonics and Reading, this is discussed with the class teacher, SENCo and Phonics Leader. SEND pupils have individual targets related to Reading which are known by all staff working with the child (class teachers, teaching assistants) and these are worked on daily in class time in English Reading lessons. These targets for individual children are then updated every half term and next steps and progress are then monitored and discussed with the SENCO. Parents will be informed of the children's progress relating to their targets through regular meetings with the SENCO. Relevant actions are made to address the concerns and work is set relating to the targets that they need to work.

Interventions and Catchup(lowest 20%)

Through vigorous and systematic teaching of phonics in KS1, most children will have a strong grip on phonics and the use their skills in their reading and spelling intuitively. However, we understand that despite using a whole class approach, there might be some children who are at risk of falling behind and they will need extra practice to consolidate and master the content of the programme. There might be children who do not learn at the same rate, or who may have Special Educational Needs who require a different approach and who need extra support and intervention in Phonics. For these children we remain constant to our Phonics programme, but enrich it and adapt it to meet our children's individual needs through daily interventions and catch-up sessions. This is done in addition to their daily phonics teaching and allows children to work on sounds and their own gaps in knowledge. .

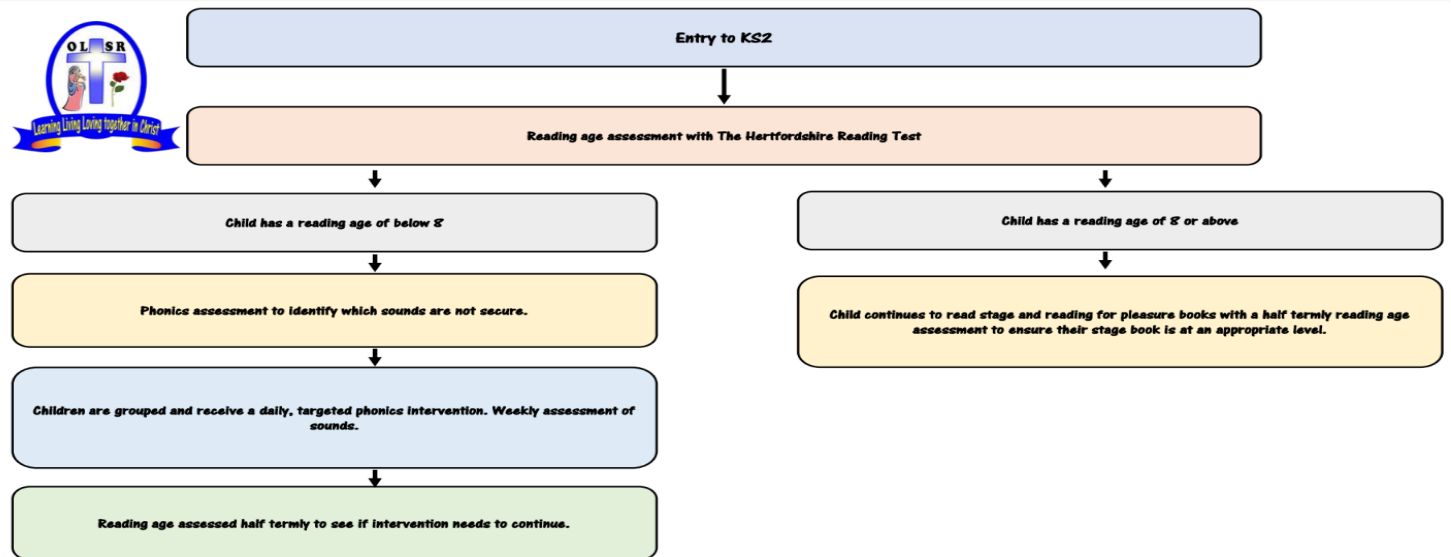
At our school, we want to ensure that our children remember what they have been taught, and have ample opportunity to practise and review their sounds, so that they become embedded and committed to long term memory. We want our pupils to 'keep up ' with daily Phonics teaching and not 'catch up' so daily intervention and targeting is seen as essential at St Rose. Our lowest 20% pupils are seen as the highest focus and we aim to do everything we can to keep their Reading skills developing and progressing by setting out targeted group interventions and support.

A phonics baselining assessment is completed during the first few weeks of the school year which then identifies, aids and targets the identification of those children who require additional support and 'catch-up' intervention sessions. Half- termly progress meetings between the Headteacher, Phonics Lead and Class Teachers also take place to discuss and assess pupil progress in Reception- Year 2, as well as any pupils who are not yet confident with Phonics in KS2. These meetings then inform us to amend any existing interventions or set new ones in place for any struggling or 'flagged up' pupils in need of extra support.

Supporting KS2 Pupils in Phonics

We believe support is essential for early readers in EYFS and KS1 but that is should also include older pupils in KS2 who may be experiencing difficulty in reading/writing because they have missed or misunderstood a crucial phase of systematic phonics teaching. This is not just for KS2 pupils who have not passed the Phonics Test but is also for pupils who may have passed the test but are still not fluent or confident with Reading It is vital that those struggling to decode fluently on entry to KS2 receive timely and targeted support.

All KS2 children take part in a reading age assessment on entry to Year 3 using The Hertfordshire Reading Age Assessment. All children who have a reading age below eight years are then assessed for their knowledge of phonics sounds. These children are sorted into groups with peers who have the same gaps in phonic knowledge. (See flow chart below)



These children then receive 10 minutes of targeted phonics intervention daily using our Bug Club scheme which includes reviewing previous Phase 3, 4, 5 and 6 sounds through the use of Bug Club lesson resources and support materials, flashcards and different Phonics games and activities. At the end of each unit, they are assessed on the sounds for that week to check that they have made progress and to see if any children need to change groups. At the end of each half term a reading age assessment is carried out for every child. If the child has a reading age of eight or more a judgement is made about whether they need to take part in the intervention anymore. When termly reading comprehensions take place any child who is then "on track" for that point in the year will come out of the intervention. Children who are not on track and have not made progress on the reading age assessment will again be assessed on their knowledge of phonics sounds to ensure that they are making progress within this area, even if they have not yet caught up with their peers.

Key Stage Two children who are not able to access the Whole Class Reading text take part in the Talisman intervention. We support these children by working with them in smaller focus groups using Talisman Phonics Books. These children continue to use Phonics support in Reading lessons through the use of talisman book interventions which use decodable, synthetic phonics, reading books with age-appropriate and exciting stories for older readers. Children then complete tasks based on these texts.

KS2 Reading books

At the end of each half term, children from Year Three to Six take part in a reading age assessment. Their reading age corresponds to a reading stage. Children take a book at this stage home to read each night. This is done half termly as we want children to progress through stage books as quickly as possible so that they can access books of their choice. Children may also take a class library book home to read. Although this may be above their reading age, they are able to have this book read to them to enrich their love of reading.

Involving Parents and Home Support

It is vital that children's phonic progression is supported at home and that parents understand the importance of phonics in reading at home. Therefore we work closely with parents to include them in our Phonics journey as we know the teaching and learning of phonics can only truly succeed with the support, involvement and understanding of parents. There are many different ways which we communicate with parents and this is outlined in more detail in our Phonics policy. Some examples include holding parent information session and workshops, communicating through our school website and class page and having reading sessions and reading events where parents come into school and read with children.

Formative and Summative Assessment

Phonics is regularly assessed by the class teacher and Phonics and Early Reading Lead. At the start of each academic year children are assessed on their sound knowledge to ascertain prior learning. This baseline assessment along with communication in liaison with the Phonics Lead and previous class teachers decides which phase to place children. As children move through phases and units of sounds throughout the year the Phonics Lead will continue to monitor children where necessary after each phonics assessment and will feedback to EYFS and KS1 adults on the progress and next steps of children in each group. It is important to note that children who have not grasped sounds or diagraphs will continue to review them regularly during targeted interventions (same day catchup) and through Phonics weekly assessment to ensure that we have a 'keep up', not 'catch up' approach. Regular dialogue and review meetings between staff teaching Phonics and the Phonics Lead communicate children's progression through the sounds and track their progress. Assessments of sounds and words also occur at the end of each half term and are saved onto an FFT assessment tracker to monitor progress.

From Spring onwards, additional assessments will also be completed based on past Phonics check papers as an extra tool to see pupil gaps and phoneme- grapheme correspondences that may need to be reviewed. Some LKS2 children who are in Phonics interventions are also assessed using the same methods and assessment tools as they also take part in phonics lessons and interventions to aid their fluency and skills in Reading. Further formative opportunities for assessment are also identified in Bug Club planning and class teachers plan appropriate next steps and intervention where needed, for the children in their class. These changes are implemented in liaison with the Phonics lead.

National Phonics Screening Check

In the summer term, Year 1 children will take a Phonics Screening Check in which children will be expected to read 40 decodable 'words'. All children in Year One will be screened using the National Assessment materials in Summer Term and this takes place in June every year. The check is a list of 40 words which children will read one -to-one with an adult. It will assess phonics skills and knowledge learned through Nursery, Reception and Year 1. This progress check also identifies those children not at the expected level in reading - and these children will be re-checked in Year 2. If children in Year One do not pass the screening test, they will be retested when they are in Year Two. This data will be submitted to the Local Authority. Year One children also attempt a mock or practise Phonics Screening Check throughout the year during the Spring and Summer Term. The same reporting processes take place in Year 2 for children who have not passed and for Year 3 children where needed.

Monitoring and Review

All aspects of Phonics teaching through our scheme is monitored by the Phonics Lead on a regular basis. Assessment trackers and data are checked half termly and lessons are scrutinised with feedback given and support allocated accordingly. We also monitor and review pupil progress and high quality Phonics teaching through forms such as 1:1 reading, lesson observations, monitoring of working walls and classroom environments, and using pupil voice to assess pupil learning and engagement. Our Phonics progress tracker is updated half termly to ensure that targeted pupils are making progress and that we give extra support to pupils as needed and progress meetings are held between the Head Teacher and Phonics Lead to communicate, strengthen and ensure pupil progress. More information can be found on monitoring in The Phonics Policy.

Impact

The impact of using Bug Club Phonics as a systematic synthetic phonics programme, along with the earliest possible introduction of decodable reading books, enable children at St Rose Primary School to get off to the best possible start on their reading journey. They quickly develop the necessary skills to see themselves as 'readers' and apply their knowledge when beginning to read and write sentences. We believe that reading is the key to all learning and that the impact of our phonics and reading taught can be seen across all areas of the curriculum. At St Rose we want to ensure that children are learning and remembering the content outlined previously in our curriculum and that our teaching is having a positive effect on all pupils, including those who are disadvantaged or have low attainment. To ensure our impact on pupil progress and learning we use the following strategies to aid us with identifying, recognising and celebrating progress. They also allow us to see where pupils are struggling and who may need further Phonics interventions and support.

Impact of Assessment Reporting- summative and formative

The baseline assessment of Phonics allows children to learn Phonics according to their knowledge and skills and ensures that children focus on the sounds they have less confidence in and which need more practise. As children move through phases and units of sounds throughout the year and take part in Phonics assessment teacher judgement is used to target children who need more support. Targeted daily interventions for children in sounds not yet grasped ensures a 'keep up', not 'catch up' approach and allows children to regularly review and recap their learning, ensuring it is remembered and not forgotten. Formative assessment is used daily in Bug Club planning and delivery of lessons which enables staff to assess progress, and plan appropriate next steps and intervention where needed, for the children in their class. These changes are then implemented in liaison with the Phonics lead to ensure that these needed changes are taking place and have a high impact on the quality of pupil progress.

National Phonics Screening Check

The practise Phonics Screening Checks during the Spring and Summer Term allows the children to become used to the test format and layout whilst also enabling us to track progress in the reading of graphemes within real and pseudo words and to put in extra support for children where needed. We also hold two Phonics meetings throughout the year with year 1 parents to inform them about the test. This aids parents with supporting Phonics at home and allows them to ask any questions about the Phonics Screening Check or address any concerns they may have.

Monitoring and Review

All aspects of our monitoring allow us to ensure that Phonics and Early Reading is being taught to a high standard, and that pupils are making the progress expected, particularly for our lowest 20% pupils. Lesson observations and seeing classroom environments allows us to check that high-quality Phonics is taking place on a regular basis and that children are being supported with their learning and progress. Pupil voice is a fantastic tool which allows us to see how pupils feel about Phonics and their Reading and that they are retaining their learning and can remember it. It also allows us to monitor pupil engagement for Reading and check that we are encouraging our pupils to love and be excited about books and texts. Half termly Phonics meetings and the use of key documents and our Phonics tracker allows us target specific children who still need extra support and put those extra interventions into place to ensure that they can achieve their maximum potential and maximum progress.

Conclusion

As stated in our intent, we have set out and outlined how Reading is a top priority at Our Lady and St Rose of Lima as it is so integral to all areas of our curriculum. By outlining our implementation of our aims we have shown our commitment to ensuring that every pupil will learn to read regardless of their background, needs or abilities. Through high quality Phonics sessions, interventions and Reading opportunities children have the best possible start in Reading, while we also instil in them a life long love of books and literature.

We use a streamlined and high- quality Phonics program which has high expectations of all pupils in Reading including all genders, both disadvantaged and non- disadvantaged children and SEN pupils. Our synthetic and systematic program is accessible to all learners and ensures progression to aid pupils growing knowledge while also challenging them, so that they continue to learn and master new knowledge of the phonetic code. Our curriculum endeavours that the children of St Rose will leave our school as confident and fluent readers, whilst also enjoying and finding pleasure in literature and a variety of texts and having a desire to continue to develop their skills. By using the strategies and methods outlined during children's early stages of schooling children can reach their full potential in Reading and are equipped with skills ready for their next stages of education. This includes when moving into KS2, when leaving Primary School and even later on in life when presented with job and working opportunities.