



"Building Curious, Confident, Courageous, Communicators and life-long learners"

The Shires School Oakham and Stretton

Education: English - Reading and Phonics Policy (Intent, Implementation & Impact)

Policy Review Process	
Created by	Jamie Hill – Interim Head of Education
Date of implementation	October 2020
Date for policy review	October 2021

Intent

Aims

Welcome to the Reading and Phonics Policy for The Shires. The policy aim is to promote, drive and maintain consistently high standards in regard to the teaching and delivery of Reading and Phonics as part of a 24hr curriculum while supporting their needs across the four areas of SEND Communication and Interaction, Sensory and Physical, Social Emotional & Mental Health and finally Cognition and Learning. The policy is designed to ensure that all pupils receive a learning experience linked to the development of Reading and Phonics that is appropriate to their needs and developmental stage with the intention that all pupils make expected progress or better.

By the end of a pupil's school career at The Shires, through the systematic teaching of reading and phonics we want to have successfully supported a young person to have developed a life-long love of reading. We will support them to:

- develop a love and appreciation of books (stories and non-fiction), rhymes, poems and songs.
- develop their ability to read to others, to be read to and engage in paired, small group reading opportunities.
- develop their pronunciation of unfamiliar printed words (decoding) and speedy recognition of familiar printed words.
- develop their writing, including spelling, handwriting and composition skills.
- develop their competency and confidence as users of English language in all its forms (written, spoken and visual), to a standard that is appropriate to their needs and developmental stage.

Implementation

Reading for communication (our pupils as readers)

Many of our pupils read and communicate using symbols, pictures, photos, sign language and objects of reference. We recognise that all our pupils' communication needs are driven by their developing ability to read and infer via their preferred method. Pupils in our school read and respond via Makaton, PECS or AAC devices (Please see our Education, Teaching and Learning Policy for pupils with an EHCP for more information on communication strategies implemented within our school).

Curriculum Design

We have designed a reading curriculum that promotes daily opportunities for pupils to experience reading.

Daily opportunities for reading at The Shires

- Collins Big Cat whole school reading programme
- Curriculum core texts linked to thematic topics
- Home reading books
- Daily phonics lessons (Letters and Sounds & Jolly Phonics)
- Books from the school library and class reading areas
- Flashcards with key words
- Environmental print – how many children recognise the sign for McDonalds?
- Photographs which have been made into books about themselves and the adventures they have
- Videos showing their activities in school
- Book bags – books which are read to the children using items for them to hold and touch which have meaning to the story
- Sensory stories – stories which are told using several things connected with their senses
- Objects of reference – items which signify a certain thing e.g. time for soft play
- Symbols – simple diagrams which have relevance to the child

- Story boards – boards with pictures and symbols which help the child to understand the sequence of a story and even tell it to another

Pre-Readers Curriculum

Our pre-reading curriculum supports pupils to develop associated behaviours and skills required for reading. Pupils will experience opportunities to develop and acquire skills via our 24hr curriculum and our thematic curriculum. Pupils are supported to develop their confidence and competence in the following areas, Word Reading: Apply Knowledge, Comprehension: Attitudes to Reading, Comprehension: Understanding and Comprehension: Responding.

Here are some examples of the reading behaviours that pupils are supported to develop:

- focus and direction - looking at books, other printed material, and objects of reference with familiar people.
- confidence and competence in handling books - with precision and interest, looking at pupils sequencing, top/bottom, front/back, left/right discrimination.
- choose a book from a library shelf/reading corner.
- interest in books and rhymes, develop favourites.
- point to pictures when requested (in response to known vocabulary).
- read visual schedules/jigs to develop understanding of task.
- point to pictures and name familiar objects/people.
- developing understanding of Phase 1 phonics.



Developing Readers Curriculum

Our developing readers curriculum supports pupils to build upon their established behaviours for reading by developing their phonetical knowledge and understanding and exposure to a variety of texts and stage appropriate to them. Pupils will experience opportunities to develop and acquire skills via our 24hr curriculum and our thematic curriculum. Like the pre-readers curriculum our pupils are supported to develop their confidence and competence in the following areas, Word Reading: Apply Knowledge, Comprehension: Attitudes to Reading, Comprehension: Understanding and Comprehension: Responding.

Pupils take part in daily opportunities for reading and phonics development in line with their developmental stage.



Secure Readers Curriculum

Our secure readers curriculum supports pupils to build upon established behaviours for reading, phonics proficiency and now looks at further exploring comprehension and understanding of a range of texts via our Accelerated Reader programme. Pupils will continue to experience opportunities to develop and acquire skills via our 24hr curriculum and our thematic curriculum. Like the pre-readers curriculum and developing readers curriculum our pupils are supported to develop their confidence and competence in the following areas, Word Reading: Apply Knowledge, Comprehension: Attitudes to Reading, Comprehension: Understanding and Comprehension: Responding.

Pupils take part in daily opportunities for reading with a focus on building their comprehension and understanding of text in line with their developmental stage.

Impact

Pupils will be assessed regularly in the following areas:

- *Pre-readers*: Behaviours for Reading (Termly) and Phase 1 Phonics (Half-Termly).
- *Developing Readers*: Behaviours for Reading (Termly) and Phase 2 - Phase 6 Phonics (Half-Termly).
- *Secure Readers*: Behaviours for Reading (Termly), Accelerated Reader (Half-Termly), WRAT 5 Testing (Yearly).

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- developed their ability to read to others, to be read to and engage in paired, small group reading opportunities.
- developed their pronunciation of unfamiliar printed words (decoding) and speedy recognition of familiar printed words.
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