



## Oasis Academy Putney

### Phonics and Early Reading Policy

At Oasis Academy Putney our pupils will learn to read and write effectively and quickly using Book Wings. The uniqueness of Book Wings is that the synthetic phonics teaching opportunities are embedded within the context of real books; books written by skilled and well-known writers and illustrators who know how to engage children and make them want to read for pleasure. The balance between the two skills (word recognition and comprehension) changes as children acquire decoding skills and progress from learning to read to reading to learn for information and pleasure. As teachers, our main priority should be to instil a love of books, enthusing and motivating children to want to learn to read for pleasure, whilst working alongside teaching children to decode and encode.

This programme is further supported by guided reading and a weekly writing session related to pupils learning in other subjects.

#### This is for:

- pupils in Year R, Y1 and some pupils in Y2 who are learning to read and write
- pupils in Years 3, 4, 5 who need to catch up in their learning and also our pupils at the early stages of English Language acquisition

#### At Oasis Academy Putney we teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' words on sight
- understand what they read
- read aloud with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words

#### In addition, we:

1. Teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.
2. Teach phonics as a whole class with targeted teaching and activities to support and challenge all learners.
3. Emphasise the alphabetic code in Reception e.g. the pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – 'tricky words'.

4. Make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky words'. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher support their increasingly fluent decoding.

5. Read a wide range of stories, poetry, and non-fiction to pupils every day.

6. Actively promote a partnership with our parents and run regular workshops to support family learning. E.g. all our pupils take home a reading book at the appropriate level from their class library. Home reading is essential at Oasis Academy Putney.

7. Recognise that embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences e.g. we encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

### **Assessing and tracking progress**

We assess all pupils on entry and use the information to assign pupils appropriate activities. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium. By the end of Key Stage 1, pupils will be able to read age-appropriate texts accurately and with sufficient speed. This means that we can focus on developing their comprehension and higher order reading skills in Key Stage 2.

We will support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Staff will tutor these pupils until they have caught up. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language, they will have additional support in learning to read English.

### **Phonic screening check**

We have high expectations of our pupils' progress. In the summer term Year 1 pupils are expected to meet or exceed the national average in the Phonics screening check. Those who do not meet the benchmark set receive additional support and are reassessed in Y2.

### **Feedback and marking**

We emphasise constructive feedback throughout lessons. We praise pupils for what they do well and support them with what they need to improve. Extended pieces are marked afterwards. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

### **Parents and carers**

At Oasis Academy Putney we invite parents/carers to an initial meeting when they begin Reception. We hold workshops regularly to show how they can help their children with reading at home. We communicate progress in termly reports, parent consultations and our home reading journals. We arrange for interpretation for families who require this assistance.