

THORNBOROUGH INFANT SCHOOL



Thornborough
Infant School

Reading Policy

Signed:

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Why reading matters at Thornborough...

Reading is fundamental to learning. To be able to read and to be proficient in it, is a lifelong learning skill, that's why it matters to us. We want our children to succeed both academically and pastorally; quality teaching of reading, writing and language skills, will allow our children to do just that, succeed. Our children play a big part in our reading philosophy, as too, our families. At Thornborough, we have created a positive reading culture within our school which is clearly evident through our children's love, motivation and passion for reading.

'Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances'. *The Reading Framework DfE July 2023*

Expectations at Thornborough

Quality teaching that shows consistency and fidelity to a phonics scheme is key to the foundations of reading. It is an efficient and effective way of ensuring good progress for the majority of children. Our teachers aim is for all children to keep up with the phonics scheme; lessons are of the highest quality to reduce the likelihood that children might need extra support. However, if children do need additional support, appropriate targeted support will be given immediately.

Each year group receives high quality teaching of a systematic synthetic phonics (SSP) scheme with direct teaching of phonics taking place every day from the start of the Reception year. We expect all children to participate by listening and responding to the interactive lessons, and by practising and applying what they are learning.

In addition to our phonics teaching we will ensure quality opportunities for our children to develop their language skills. Each of our classrooms delivers a language rich environment in which adults talk to children throughout the day - the more children take part in conversations and have opportunities to develop their vocabulary, the more they will understand and will be able to apply to their reading and writing skills.

Schools are the wonderful position to promote a love of reading. With engaging and high-quality teaching, resources and a nurturing learning environment, we are able to make that imprint and a love of reading from the very beginning of a child's school journey. We want all our children to be successful readers and to read for pleasure both in and outside school.

Aims

- To teach children aural discrimination, phonemic awareness, alliteration and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure that the teaching of phonics is lively, interactive and inclusive.
- To enable children to use their phonological awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
 - To provide children with strategies to identify and decode Common Exception and High Frequency words

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong

scheme that uses colour coding for sound and audio-visual cues (monsters) to bring phonics teaching to life.

Visual learners benefit from the visual memory of colour in words. EAL learners have pronunciation support for every word that they learn. Monster Phonics highlights the existence of the open syllable spelling of long vowels A, E, I, O and U, such as in be, no, apron, open, me which many young learners misspell.

Phonics lessons at Thornborough Infant School use the following sequence in all lessons:

- Revise and Revisit
- Teach
- Practise
- Apply

Formative Assessments

Regular and efficient monitoring of children's development in phonics is essential if they are to become competent and confident readers, and subsequently writers. The Monster Phonics programme has a clearly mapped set of assessments which allows for checking children's grapheme-phoneme correspondence (GPC), knowledge of High-Frequency Words (HFWs) and Common Exception Words (CEWs) for reading and writing.

The assessment schedule for Monster Phonics is broken down for each year group; Reception, Year One and Year Two. Each year group has a set of graphemes, CEWs and HFWs to be learnt and then assessed.

Daily Formative Assessments

The first and most frequently used assessment will take place daily by the adult delivering the phonics session. Children who have not met the daily objective, as stated in the planning document for the lesson, are noted, and any gaps are addressed with a short recap at some point before the next discrete phonics session.

As with any formative assessment, teachers also review the children's achievements in the application of newly taught skills and knowledge. In the case of phonics, this is applicable in the area of reading and writing throughout the rest of the curriculum (independently, guided or 1:1). Again, this allows for any misconceptions or problems to be quickly identified and work to be plans made to fill potential gaps

Assessments Built into the Progression

In addition to the ongoing weekly in-class assessment of learning outcome, formative reading assessments regularly track progress. These take place in weeks 7 and 12 of Term 1, weeks 6 and 12 of Term 2 and in week 12 of Term 3. They are tested 1 to 1 with an adult.

Summative Assessments

End of Year Phonics Screening Test

This is useful preparation for the phonics screening test in Year 1. This assessment includes every grapheme within Phase 2, 3 and 4. Select a section to test at any one time.

Reading

Reading Books

Our phonetically decodable books are fully matched to the Monster Phonics Programme. Using Monster Phonics books ensures that children are reading using phonics that has been taught and secured. Each book focuses on a key grapheme and ability-appropriate high-frequency words.

We teach children to read through reading practice sessions three times a week. Children who are struggling to learn to read take part in daily reading sessions.

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 and comprehension.

Phonic keywords and high-frequency word practice boxes at the start of each book help children to read the story with confidence. Stories include wow words and centre around the popular monster characters. Each book ends with questions to develop comprehension skills.

Each week, the children are given a decodable Monster Phonics book to take home that reflects where the children are confident in their learning. The children are also provided with a 'reading for pleasure' book that they can share with an adult or read independently.

In Reception these sessions start in Week 3. 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.

Intervention

If children need intervention or booster groups to reach age-related expectations in phonics, this is provided in addition to the daily phonics session so that as many children as possible can access their year group learning objectives and reach age appropriate outcomes.

Reading for Pleasure

Research indicates that teachers' knowledge of children's literature and other texts, as well as knowledge of young readers' choices within and beyond school, is essential in order to use the four strands of Reading for Pleasure pedagogy. These are four specific practices, given below, that, combined, motivate children to choose to read and become frequent readers:

1. Reading aloud to, and with, children. This is in addition to reading aloud as part of literacy teaching. Reading aloud for pleasure enables children to access rich, challenging texts, offers a model for silent reading, prompts affective engagement and creates a class repertoire of 'texts in common' to discuss. We share stories with our children every day.

2. Informal book talk and book play. Talk about texts is essential to all literacy teaching, but this reader-to-reader talk is more informal, often spontaneous, and includes book-related play and recommendations. Teachers model book recommendations and children then share theirs across the academic year.

3. Choice-led time to read. Children need time to read and be given support for making informed choices from a core set of texts that have been read to them, and from other texts that tempt them. Children have the opportunity to revisit familiar books to read and enjoy in class.

4. Social reading environments. These are key to creating a strong reading culture. Successful environments invite readers to engage and share the pleasures of reading.

Special Educational Needs and Disability

At Thornborough Infant School, we use planning and teaching flexibly in order to ensure individual needs are met and children achieve their full potential.

- Differentiation through tasks to stretch and challenge where appropriate
- Support using adults and additional resources
- In KS1, children are grouped according to their ability and needs, and therefore are supported at their own level

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. All children are valued, respected and encouraged to take risks in order to achieve regardless of ability, race, gender, religion, social background, culture or disability.

Parent Partnership

At Thornborough Infant School we strongly believe that positive partnerships between staff and parents/carers are paramount in ensuring that children achieve their full potential. With this in mind we:

- Parent/carers are invited into school to an information meeting to discuss how we teach phonics in school and to learn how they can support their children at home.
- Year 1 Parents/carers are provided with information and resources about the Phonic Screening Check in order to support their children at home.
 - We send home phonetically decodable reading books for parents/carers to share with their child.
- In addition to regular Parents' Evenings we strongly encourage parents to meet with teachers if they have any concerns about their child's learning.