

**Position Statement 2023**  
**Reading and Phonics**

**INTENT**

As a school we aim to deliver a systematic, synthetic phonics programme to support the children's development in reading and writing.

We also intend to foster a love and enjoyment of reading; we want the children to find purpose and value in reading and develop an understanding of how reading can support their learning in other curriculum areas as well as life at home.

We have recognised the significance and importance of having a consistent approach to delivering phonics to ensure there is a progression of skills between year groups; as a staff team it was decided we would use Floppy's Phonics as our main form of teaching in the Early Years and Year 1. We had previously invested in Oxford owl reading books which the children had engaged well with and the staff team have mutually agreed that the Floppy's phonics approach of having a minimum of 2 days per new grapheme introduced would help children to keep up rather than catch up.

In addition to the Floppy's phonics programme, the EYFS and national curriculum objectives provide a clear structure for sequential teaching of reading and phonics. Class teachers can monitor and assess children's progress using the objectives. Our weekly reading tracker sheets also provide us with evidence in progress.

**CPD**

**CPD for myself:**

- Summer 2022 – 2 day training led by the previous phonics and reading coordinator – Introduction to Floppy's Phonics.
- Summer 2022 (in own time) – online course for Floppy's phonics – which is also a resource I can go back to.
- Online forum with other teachers/coordinators and the creator of Floppys phonics to keep up to date with any changes to resources.

**CPD I have led for others:**

- September 2022 – I led a staff training morning for all teachers and TA's with a primary focus on how to deliver a Floppy's phonics lesson.
- October 2022 – I led a parent information evening to provide parents with the overview of our teaching of phonics and how they can support at home.
- March 2023 – I led a staff meeting to discuss how the implementation of Floppy's phonics had been in school and to also discuss the new reading sequential order.
- October 2023 - parent information evening to provide parents with the overview of our teaching of phonics and how they can support at home.
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**IMPLEMENTATION**

The Floppy's Phonics scheme has allowed us as a school to ensure we have a sequential approach to the teaching of phonics from Nursery to Year 1. In year 2 the key principles of Floppy's phonics are applied alongside the use of familiar resources, year 2 then use the national curriculum objectives to plan the basis of their phonics lessons. In FS1, the book 'Super Sounds' is used for phonics lessons up until the summer term as this provides children with opportunities to develop the fundamental skills of listening, attention, sound discrimination, speaking and communication, the Floppy's phonics scheme is then used in the summer term to prepare children for their transition into school.

Phonics is taught daily in every year group by the class teacher to the whole class – teachers then individually monitor children's learning in their own way and utilise the assessments for intervention planning. Floppy's phonics suggests that interventions are more or less a repeat of the lesson taught, so that children are having time to embed the main classroom learning.

Phonics in FS2 and Year 1 encompasses the use of worksheets, the children complete 2 worksheets a week based on the graphemes they have learnt – the teacher or teaching assistant hear every child read and apply the new graphemes to their reading every time a worksheet is completed which has offered ample of opportunity to hear children read. This is then used as assessment and is also sent home to parents to practice.

Our working walls also display the relevant phonics resources on for each year group so that the children have somewhere to refer to when reading and writing in other curriculum areas.

Reading books are sequenced (up to green level) – this allows the children to work through each book band ensuring they have had time to embed the skills and sounds in that level before moving on – each level also has additional books that the children can use if they are not ready for the next level and require more practice.

Although we have invested in Floppy's phonics, we also acknowledge that some of the resources and lessons may not be appropriate for children who have SEND, the class teachers will adapt lessons and resources to ensure those children are appropriately supported and have an equal opportunity to achieve in a way that is suitable for them. There is evidence to suggest that phonics is still the most effective way to teach reading regardless of the SEN.

**RECENT ACTIONS**

Worked with Year 2 to develop a way of evidencing comprehension skills in reading – weekly reading tracker.

Spoken with class teachers regarding their lowest 20% readers.

**NEXT STEPS**

Continue to monitor the lowest 20% readers across school – have time to read with those children frequently and develop record keeping to track their progress.

Audit the reading books – check we have sufficient for each colour band – speak with teachers if there are any gaps.

Develop ways to enhance children's love of reading: Reading shed outside, class library box, reading bag to send home, enhance reading areas, reading buddies across school, teaching themes to be based on books and authors.

Develop Guided Reading across school.

Incorporate a consistent method for teaching comprehension strategies across school.

**IMPACT**

We hope that our children will become confident and fluent readers, with a good understanding of how to decode unfamiliar words they may come across when reading. We also hope that children appreciate books and text and understand the importance of being able to read.

As Floppy's phonics has only been introduced into this academic year, the true impact on children's progress in comparison to previous years is not yet known, whilst we can look at assessments and see those that are and are not on track, there has not been sufficient time to see if the long term impact of this scheme is positive. However, for those children who have started Floppy's phonics in September 2022 in FS2, the teachers have observed how confident the children appear with their phonics application and there has been a direct link to an improvement to their letter formation.

The reading books in a sequential order has also helped both staff and children to track books they have an have not read to ensure that children get a wide variety of genres and texts to enjoy – in previous years children would choose their own book but this did not have a way of ensuring they are accessing a variety – this has therefore been a positive change.

Children should be more easily able to access other areas of the curriculum through being competent readers.

**MONITORING**

Phonics book look and Reading Folder check – 01.03.23

Pupil Interviews – 01.03.23

Lowest 20% readers – ongoing monitoring – informal conversations with class teachers and TA's to monitor children's progress.

**CULTURAL CAPITAL**

Weekly Reading Champion Assembly.

World Book Day.

Reading morning with parents every week.

Phonics folders/reading books sent home daily.

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