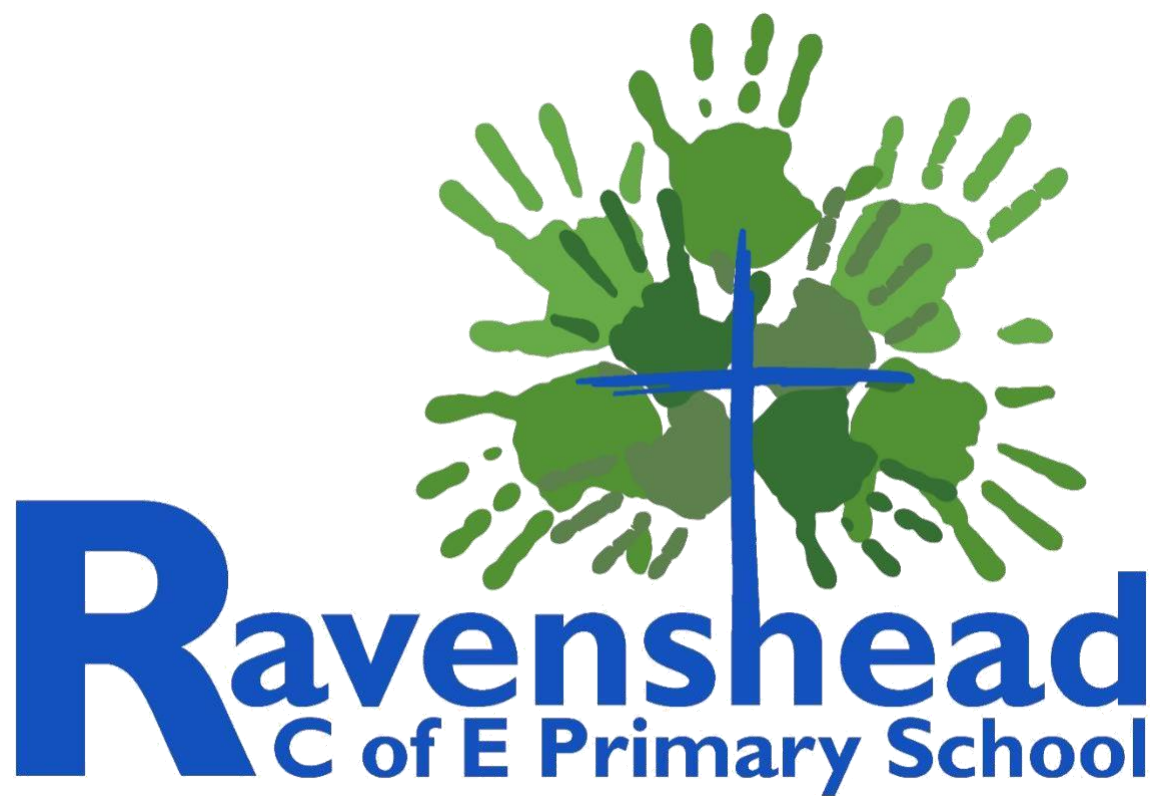




Early Reading/Phonics Policy

Written: January 2024

Reviewed October 2025 To be reviewed: October 2026

Early Reading at Ravenshead C of E Primary School

Our School Vision

Our school vision is based on the theme of 'Taking Care'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and Respect.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Our school vision for Early Reading/Phonics

At Ravenshead C of E Primary School, our vision is for all of our pupils to become fluent readers during their time with us. Alongside that commitment to reading fluency, we are determined that all our pupils will develop a love of reading that will last a lifetime.

At our school, we firmly believe that if a child can read, they can access the curriculum, develop a strong vocabulary and develop a love of reading which will serve them well in every aspect of their life.

Introduction

At Ravenshead C of E Primary School, we use the **SuperSonic Phonic Friends** accredited programme. It sets out a detailed and systematic programme for teaching phonic skills for children with the aim of the children becoming fluent and confident readers.

Our school proudly places a high profile on Early Reading through our strong commitment to our accredited programme.

Our Phonics provision is supplemented well by our closely matched and carefully chosen fully decodable and accredited BIG CAT books.

Our Aims:

Within our vision to teach reading fluency and for our pupils to become happy and enthusiastic life-long readers, we aim to:

- Place the teaching of Phonics as our primary early reading strategy.
- Teach best practice in systematic, synthetic phonics which starts in in our early years provision to the end of key stage one and beyond as needed.
- To keep FIDELITY to the SSPF programme.
- To use fully decodable books effectively. The books will be carefully linked to our phonics teaching and matched carefully to the pupil's phonics stage and ability.
- To use a clear and rigorous approach to assessment utilising teacher knowledge, AFL and through our thorough decodable assessment strategy.
- Provide additional support to our pupils where needed with interventions.

Phonics and Early Reading at our school

We introduced the Supersonic Phonic Friends programme in September 2023, after receiving training at the end of the summer term.

Our teaching of phonics through SSPF begins as the pupils enter our school in Foundation One and continues throughout, until the end of Key Stage One.

We follow our accredited programme with a commitment to the order and pace and progression of the teaching required. We have high expectations of all of our pupils and we are committing to teaching phonics well and with consistency.

We teach children oral discrimination, phonemic awareness and rhyme awareness in order to encourage fluent reading skills. We also teach repetition and consolidation so that reading and spelling becomes automatic.

For children who require additional support, we offer extra practice sessions and intervention groups.

Through the use of our SSP programme we teach:

- The secure knowledge of phoneme and grapheme correspondence.
- The skills of blending to read and segmenting to write.
- To read and write all 44 graphemes in the English language.
- Alternative pronunciations and spellings.
- Specific strategies to help remember tricky words.
- The application of phonic skills in all curriculum areas.

At the very core of our teaching of Early Reading, we are focused on the end goal for all of our children to become fluent readers who love reading.

Fully Decodable and accredited Reading Books

At Ravenshead C of E Primary School, we have a fully decodable reading scheme in place. We successfully use the Collins Big Cats books. Decodable reading books are provided for our pupils throughout their time in EYFS, year 1 and for most of year 2 until the child has been exposed to the full phonics diet and understands the phonetic code.

Decodable books continue to be used pupils who are working below Phase 6 in Key Stage Two.

Our rigorous reading assessment enables our teaching and support staff to select books which are matched to a child's phonetic ability. The books are selected at 95% fluency; this means that the children are quickly able to read most of the words by applying their phonics knowledge. This success in reading builds confidence and helps instil a love of reading. It also helps to consolidate the learning in our phonics sessions and supports the development of good reading strategies. This in turn helps to build reading fluency and a love of reading.

Resources/Fidelity

We are a well- resourced school. We ensure fidelity and consistency across the school, with resources to be used both in the whole class approach, assessment and intervention groups. The children grow in confidence as they are presented with familiar resources and confusion is avoided.

Our common Phonics language for consistency

Our pupils are taught to use the language of phonics across the school with clear explanations. The vocabulary used includes grapheme, phoneme, split digraphs, digraphs, trigraphs and more.

In our Foundation stage, the children use Robot arms to blend phonemes this progresses to blending fingers and swiping the word in Key Stage One.

Our common language for pseudo words is 'Alien Words/nonsense words' across the school.

Equal Opportunities

The teaching of phonics will be in accordance with the present policy for Equal opportunities. We aim to provide equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the support of teaching assistants where available and through carefully differentiated activities.

Professional Development and Monitoring

Ravenshead C of E Primary School firmly believes that continuing professional development for all staff is crucial and it features highly in the school improvement plan. All aspects of Letters and Sounds teaching is monitored and improved by the Early Reading Leaders (Ann Swanston and Cherry Walker) through:

- Lesson observations/Learning walks.
- Coaching.
- Reviewing planning.
- Reviewing assessment.
- Pupil conferencing.

Monitoring and Review

The monitoring of this policy will be the responsibility of the Early Reading Leader in conjunction with the Leadership Team. This policy will be subject to a review next year in October 2026.