



Cockfield C of E Primary School

Early Reading and Phonics Policy

Date	
Spring term 2025	
Approved by:	Marc Gilbert
Review date:	Autumn term 2026

Primary School Early Reading & Phonics Policy

Our Vision and Aims – Reading at Cockfield Primary School

At Cockfield Primary School, we believe that a love of reading is one of the greatest gifts we can give our children. From the moment they join our school, we nurture their reading journey, helping them to develop the essential skills they need to become confident and enthusiastic readers.

Our vision is for every child, whatever their starting point, to build strong decoding skills and read with fluency and confidence. Beyond this, we want all our pupils to develop a deep understanding of the books they explore and to find joy and inspiration in their reading experiences.

Statutory Requirement:

The statutory requirements for the teaching and learning of English are set out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the Communication and Language and Literacy sections of the Early Years Foundation Profile.

Teaching and Learning

At Cockfield Primary School, we believe that phonics is a vital foundation for learning to read and write. Phonics helps children to hear, recognise, and use the sounds that make up words in the English language. Through our approach, children develop the key skills of decoding and blending sounds to read words, as well as segmenting them to support their spelling.

We follow the government-approved 'Bug Club Phonics' programme by Pearson. This structured and engaging programme provides a clear, step-by-step approach to phonics, helping children to build confidence and develop a love for reading right from the start of their learning journey.

Our Approach to Teaching Early Reading & Phonics at Cockfield Primary School

In EYFS and Year 1, we take a structured and engaging approach to teaching early reading and phonics, ensuring every child develops the confidence and skills they need to become successful readers.

Developing Reading Skills in Reception:

- **Daily Phonics Sessions:**
Children take part in daily phonics lessons, where they build their early reading skills through structured activities that develop their ability to decode and blend sounds effectively.
- **Phonics Reading Scheme:**
Reception pupils begin their reading journey with a carefully structured scheme, featuring a range of phonetically decodable fiction and non-fiction books. Teachers thoughtfully match each child's reading book to their phonics ability, ensuring they feel successful and supported.
- **Reading for Enjoyment:**
Alongside their phonics book, children take home a carefully chosen 'Reading for Enjoyment' book from our collection. We encourage parents to read these books to their child, supporting them to join in with repetitive phrases and rhyming words, with the aim of fostering familiarity and confidence by the end of the week.
- **One-to-One Reading Support:**
Children read individually with their teacher or teaching assistant, applying their phonics skills in a supportive environment that builds fluency and understanding.
- **Tricky Words:**
We introduce non-decodable 'tricky words' through phonics sessions and reinforce them during continuous provision, guided reading, and individual reading opportunities.
- **A Language-Rich Environment:**
Our classrooms provide inviting reading corners and designated spaces where children can explore books independently or share stories with their friends, nurturing a love of reading throughout the day.
- **Daily Whole-Class Storytime:**
Each day, an adult shares a carefully selected book with the whole class. We encourage our children to vote for their desired Whole-Class story book. These sessions expose children to a wide range of high-quality literature, inspire a love of reading, and develop key comprehension skills.
- **Weekly Library Visits:**
Every week, children visit our school library to choose a book to take home and enjoy with their families, helping to encourage a lifelong love of reading.

Developing Reading Skills in Year 1:

As children progress into Year 1, they begin to take part in structured reading lessons. These sessions focus on sharing books together and developing essential skills such as decoding, fluency, and comprehension.

- **Regular Phonics Assessments:**
We regularly assess children's phonics knowledge to ensure they are making progress and to identify any areas where additional support may be needed. These assessments help us tailor our teaching to meet the needs of each child.
- **Targeted Phonics Interventions:**

For children who may need extra support, we provide small group or one-to-one intervention sessions to reinforce key phonics skills and build confidence in reading.

- **Parental Engagement Workshops:**

We offer phonics and early reading workshops for parents and carers, equipping them with strategies to support their child's reading journey at home and reinforcing the importance of reading together.

Our Approach to Teaching Reading in Year 2 at Cockfield Primary School

In Year 2, we build on the strong foundations developed in early reading, providing a structured and engaging approach that nurtures a love of reading while developing key skills in fluency, comprehension, and vocabulary.

- **Phonics Development:**
During the autumn term, children complete the 'Bug Club Phonics' programme, consolidating previous learning and progressing to Phase 6. This phase focuses on enhancing spelling patterns, grammar knowledge, and reading fluency.
- **Structured Reading Scheme:**
Children continue to follow our structured reading scheme, carefully matched to their individual progress. Alongside this, they take home a 'Reading for Enjoyment' book, fostering a love for literature until they reach Stage 6.
- **Whole-Class Guided Reading Sessions:**
Four whole-class reading sessions provide per week, providing opportunities for children to explore and discuss high-quality texts. These sessions focus on developing a range of comprehension skills, including:
 - Retrieval
 - Inference
 - Prediction
 - Summarising/Sequencing
 - Author's intent

Vocabulary development is a key focus, ensuring children are introduced to and encouraged to use ambitious language within their discussions and written responses.

- **Class Novels:**
A carefully selected class novel is read together as a class, taken from our reading spin. These shared reading experiences provide opportunities for adults to model expressive reading and foster a shared love of stories and language.
- **Weekly Library Visits:**
Every week, children visit our school library to choose a book to take home and enjoy. Our library offers a wide range of fiction and non-fiction texts, regularly updated to ensure a diverse selection that caters to all interests.
- **Exciting Reading Experiences:**
Throughout the year, we provide a variety of enrichment opportunities to inspire and motivate our young readers. These include:
 - Celebrations such as World Book Day
 - Book fairs to encourage reading at home
 - Reading competitions to challenge and reward progress
 - Lunchtime book clubs, where children can explore books in a relaxed and social setting

ASSESSMENT OF EARLY READING:

EYFS:

- On entry baseline assessment of Communication and Language and Literacy.
- Observations throughout the year recorded on Tapestry.
- Regular assessment of children's phonic ability, using the end of phase assessments from Bug Club Phonics.
- Termly assessment against areas of the Early Years Profile are recorded and tracked.
- End of year assessment to assess if children have met the Early Learning Goals set out in the Early Years Profile.

YEAR 1 & YEAR 2:

Formative Assessment:

Teachers use 'assessment for learning' to ensure that planning and activities for children to complete build upon children's existing knowledge. It is used to assess how children are progressing in every session so that support and challenge can be given immediately to ensure all pupils make progress.

Teachers will use a variety of formative assessment strategies during lessons which include:

- Providing a clear learning objective and success criteria.
- Giving verbal feedback to individuals during the lesson.
- Marking children's books with regular next steps when appropriate.
- Peer and self-assessments.
- Mini plenaries to assess pupils' understanding during lessons.
-

Summative Assessment:

Summative assessment is the 'assessment of the learning' that has taken place and usually consists of an independent assessment or test.

- Regular assessment of children's phonic ability, using the end of phase assessments from Bug Club Phonics.
- Year 1 will have a Phonics Screening Check at the end of the year. Year 1 are primarily assessed through teacher assessments.

Children are assessed from year 2 onwards using the following assessments:

- Any child, who did not pass their phonics screening assessment in year 1, will retake this at the end of year 2.
- At the end of each term the children have assessments in reading using NFER or previous SATs papers for year 2 and year 6.
- Year 6 SATS in reading take place in May/ June. The results of these are used to help inform the teacher's assessments.

Please note that assessments are made under the conditions which children would normally work under. Therefore if children require extra time to complete assessments; need materials adapted or work need in a quiet space, these adjustments are made.

Supporting Children with Special Educational Needs or Disabilities (SEND) at Cockfield Primary School

At Cockfield Primary School, we are committed to ensuring that every child, including those with special educational needs or disabilities, has the opportunity to thrive and achieve their full potential.

- **Quality First Teaching for All:**
All children benefit from high-quality teaching that is carefully planned and differentiated to meet their individual needs. This ensures that every child is not only supported in their learning but also appropriately challenged to make meaningful progress.
- **Inclusive Curriculum Delivery:**
We make reasonable adjustments to the delivery of the curriculum and provide tailored resources so that children with SEND can fully access their learning. These adjustments are made with care, ensuring inclusivity and a positive learning experience for every child.
- **Pupil Passports:**
Children with SEND have a 'Pupil Passport' which outlines their unique needs, the interventions in place, and any additional support they receive for English or other curriculum areas. This document ensures a personalised approach to learning and helps us monitor their progress closely.

Our aim is to create a supportive, inclusive environment where every child feels valued, empowered, and able to succeed in their learning journey.

Interventions at Cockfield Primary School

We are dedicated to ensuring that every child receives the support they need to succeed. When a child is identified as needing extra help, we provide targeted interventions and resources designed to address their specific learning needs.

We use our phonics programme as an intervention tool to close any gaps in children's phonics knowledge, enabling them to catch up with their peers and progress confidently. In addition to these programmes, we provide small group interventions each week. These sessions are carefully planned and bespoke, tailored to meet the unique needs of the individual child or group, ensuring their learning is targeted and effective. Through these interventions, we aim to build confidence, close learning gaps, and help every child achieve their full potential.

Parent Involvement at Cockfield Primary School

We believe that strong partnerships between home and school are key to supporting every child's learning journey. We actively encourage parents and carers to be involved in their child's education through a range of opportunities:

- **Activity Days:**
Parents and family members are warmly invited to join us for 'Activity Days,' where they can take part in their child's learning and celebrate their achievements.
- **Reading Support:**
We invite parents into school to hear children read and encourage regular reading at home. Sharing a book together is one of the most effective ways parents can support their child's development.
- **Parent Information Evenings:**
We hold information evenings to share strategies and resources, enabling parents to feel confident in supporting their child's learning at home.
- **Learning Information:**
To keep parents informed, we share details of what children are learning via the school website, offering insights into the topics, skills, and activities being covered.
- **Progress and Attainment Updates:**
Teachers formally report on each child's reading and writing progress three times a year through parents' evenings and detailed written reports.