

# Reading and Phonics Policy

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**Cranbrook**  
Primary School

## **Reading Vision Statement**

At Cranbrook Primary School, we believe that reading is at the heart of all learning.

We are committed to ensuring that every pupil becomes a fluent, confident and motivated reader, equipped with the knowledge, vocabulary and comprehension skills needed to succeed in school and beyond. Our approach reflects national guidance and evidence-informed practice, ensuring that reading is prioritised, taught explicitly and developed progressively from the earliest stages of learning.

We recognise that reading development relies on secure foundations.

Through systematic, well-sequenced teaching, pupils revisit, practise and build on essential skills over time. From early decoding to fluent, thoughtful comprehension, we ensure that learning is cumulative and responsive, enabling all pupils to: develop automaticity, deepen understanding and apply their reading skills across the curriculum.

Through high-quality texts and rich classroom dialogue, we nurture confident and articulate communicators who can discuss, question and express ideas with clarity. Pupils are encouraged to engage critically with what they read, developing critical thinking skills and resilience as they encounter increasingly complex vocabulary, themes and concepts. Teachers model expert reading behaviours and provide structured opportunities for reflection, discussion and purposeful talk, strengthening both comprehension and oracy.

Our reading curriculum is ambitious, inclusive and knowledge-rich. Carefully chosen literature exposes pupils to a wide range of authors, cultures, genres and perspectives - helping to widen pupils' horizons and deepen their understanding of the world.

We foster a culture where reading for pleasure is valued and celebrated, enabling pupils to see themselves as lifelong readers who read widely and often. Through consistent teaching, ongoing assessment and targeted support, we ensure that no child is left behind. By revisiting foundational skills, strengthening fluency and building deep comprehension, we empower pupils to become independent learners who approach reading with curiosity, confidence and determination.

## Phonics Scheme

At Cranbrook we develop phonics and early reading skills using TWINKL Phonics. Teachers assess phonics using rigorous assessments to ensure children are developing their segmenting, blending, and decoding skills. All 1-1 reading books across the school from EYFS-Year 6 are closely matched to our phonics scheme using Collins BigCat books and Rhino Readers. These books will be selected to match the pupils' current phonics level in EYFS and KS1 and their reading level in KS2. We also use Dandelion Launchers books for some of our beginner and reluctant readers which are also matched closely to our phonics scheme. These books have been selected as they build a child's self-esteem and encourage confidence in independent reading. These books provide practice whilst offering different stories. Each unit introduces new letters/sounds while revising previously taught phonic letters/sounds and high-frequency or sight words.

### Teaching of Phonics

Level	Year Group	Focus for teaching
1	Reception	Quick recap in Autumn term covering the 7 aspects (Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds, and Oral Blending and Segmenting). These aspects build essential auditory discrimination and pre-reading skills
2	Reception	Teach 19 Grapheme Phoneme Correspondences (GPCs) Identifying initial sounds in words using the 19 GPCs taught Begin to orally segment and blend Consonant Vowel Consonant (CVC) words Teach reading of tricky words
3	Reception/ Early Y1	Teach 25 new GPCs, including some digraphs and trigraphs Practise and consolidate blending to read and segment to spell CVC words using GPCs from level 2 and 3 (including alien words) Teach reading & spelling of further tricky words

<b>4</b>	<b>Reception / Y1</b>	<p>Consolidate knowledge of graphemes from earlier phase in reading and spelling words with adjacent consonant &amp; polysyllabic words</p> <p>Teach reading &amp; spelling of further Common Exception Words.</p> <p>Practice reading and writing sentences</p>
<b>5</b>	<b>Year 1</b>	<p>Broaden knowledge of GPCs by:</p> <p>Teaching alternative pronunciations of graphemes for reading</p> <p>Teaching alternative representations of phonemes for spelling Teach strategies / general conventions to encourage increasingly accurate choice of graphemes to spell words</p> <p>Teach reading &amp; spelling of further Common Exception Words.</p> <p>Practise reading and writing sentences, incorporating 2/3 syllable words</p> <p>Teach new GPC 'zh'</p>
<b>6</b>	<b>Year 2</b>	<p>Learn rarer GPCs. Teach reading &amp; spelling of further Common Exception Words.</p>
<b>6</b>	<b>Year 2 and ongoing in KS2</b>	<p>Begin to teach some morphological conventions e.g. inflected endings, prefixes and suffixes</p> <p>Consolidate knowledge and skills from previous phase, encouraging automaticity in reading and spelling</p> <p>Develop capacity to read for meaning</p>
	<b>Non-passers and new arrivals</b>	<p>Children in Years 2 to 6 who are yet to pass their Phonics Screening Check have been allocated link classes in Reception and Year 1. Here they will attend daily phonics sessions in order to support the younger children and develop their own phonetic knowledge.</p>

The following model for planning and delivering phonic sessions is used when teaching Levels 1-5:

**REVISIT AND REVIEW** —→ **TEACH** —→ **PRACTISE** —→ **APPLY APPROX 5 MINS** **APPROX 7 MINS**  
**APPROX 7 MINS** **APPROX 5 MINS**

### **National Phonics Screening Check**

All pupils in Year One will be screened using the National Assessment materials in the middle of June with their class teacher. All staff must read the administration guidelines and watch the advised phonics test video before administering the test. If the pupils in Year One do not meet the age-related expectation in the screening, they will be retested when they are in Year Two. This data will be submitted to the Local Authority.

### **English as an Additional Language (EAL) pupils and Phonics screening check non-passers**

Any new EAL pupils arriving at Cranbrook will spend their first few weeks at the school settling in. There can be great diversity in the English proficiency of new arrivals, ranging from New to English to Fluent. As soon as children attend our school, the class teacher will spend time reading 1-1 with the child and carrying out a TWINKL phonics assessment, beginning with Level 2/3. A 'rapid catch-up programme' is put in place for identified new EAL arrivals for phonics and children in Year 2 and KS2 who did not pass their phonics screening check in Year 1 and are continuing to work below age related expectation in reading. It is our priority to ensure that these pupils work their way towards developing fluency in reading.

### **Cranbrook's commitment to phonics and reading**

**To ensure our children become skilled readers we:**

- 1) Demonstrate fidelity to a whole-school systematic phonics scheme: Twinkl**

Twinkl Phonics is a DfE-validated systematic synthetic phonics programme that provides a structured, whole-school approach to teaching early reading and spelling. It is organised into six progressive levels (Phases 1–6), beginning with phonological awareness and moving through grapheme-phoneme correspondences, blending and segmenting, to increasing fluency, spelling patterns and independent reading and writing. Lessons follow a consistent sequence — typically revisit, teach, practise, apply and assess — ensuring pupils revisit prior learning while building new knowledge in small, cumulative steps. The scheme uses a multisensory approach, incorporating actions, songs and mnemonics, alongside decodable texts and regular assessment, to support secure progression and ensure that foundational skills are systematically developed and applied.

## **2) Provide a range of banded reading books**

All 1-1 reading books across the school from EYFS-Year 6 are closely matched to our TWINKL phonics scheme using Rhino Readers and Collins BigCat books. These books will be selected to match the pupil's current phonics level in EYFS and KS1 and their reading band in KS2. These will be sent home weekly to be engaged with. Pupils in the lowest 20% in Reception-Year 2 will be provided with an additional Dandelion Launchers book. Dandelion Launchers are a phonic series of books for beginner readers, which also align to the TWINKL phonics scheme.

In KS2, children will mainly access their banded book through the Collins E-books library, via our school website. Books will be regularly updated on here by their class teacher.

## **3) Track and assess reading fluency**

Children's reading progress is tracked through a reliable and robust assessment process. Pupils are assessed during whole class, guided and independent activities, using observation and questioning as key tools.

Children in Reception and Year 1 complete half termly TWINKL phonics assessments where they are assessed depending on the level they have been taught identify if they are working at age related expectation for phonics. Any gaps in learning are identified using these assessments and a 'keep up' intervention group is put in place for identified children. Children identified in the lowest 20% will also receive 1:1 reading. Depending on the level each child is working at, their home reading book will be closely matched to this to provide children with opportunities to apply their phonic knowledge and what they have been learning in phonics in order to practise their decoding, blending and reading fluency.

Children from Year 2 to Year 6 will also complete termly reading fluency assessments using Collins fluency assessments. They undertake a 1-minute reading test, where they will read a text matched to their fluency level and answer some simple comprehension questions in relation to that text. Teachers will then complete a termly Reading Fluency Tracker to ensure all banded books correspond to the child's fluency level.

These books aim to build a child's self-esteem and encourage confidence in independent reading. These books provide practice whilst offering different stories.

Children identified to be in the lowest 20% of readings will undergo: daily one to one reading sessions with a familiar adult, a choral and echo reading intervention or attend phonics boosters.

#### **4) Choral and Echo Reading**

Following teacher training through the English Endowment Fund (EEF), children in Years 3 to 6 who are identified to have passed their Phonics Screen Check but are yet to become fluent readers will participate in a Choral and Echo Reading intervention. The support staff-led intervention provides improvement to reading fluency by focusing on: reading accuracy, automaticity and prosody (expression). The intervention is conducted in small groups where the adult will provide an expert reading model of an age-appropriate text before helping children to segment the sentences through a text marking activity. Children chorally echo the text back to the adult and then perform it to the group in pairs. Retrieval and inference questions are also built in to improve the children's comprehension skills. Similar strategies have also been implemented into whole-class guided reading lessons.

#### **Reading for Pleasure**

Reading is celebrated across the whole school. 15 minutes at the start of every guided reading lesson is dedicated to the reading and enjoyment of a class reading for pleasure book – voted for by the pupils. This book is separate from the reading book being studied in Guided Reading or Writing lessons. Story time is also cherished in Reception and KS1, with time being allocated daily for this.

Cranbrook are also working closely with parents and wider community through our 'Reading Rockets' initiative. Here, parents with children from Reception, Year 1 and Year 2 are invited into the classroom weekly to: read with their children, celebrate a love of

books and engage in phonics activities – providing parents with strategies to support their child at home with segmenting and blending.

In Years 3 to 6, every child has been provided with a 'Bookflix Loyalty Card.' Once a child has read a book and provided a summary of it in their reading record, the teacher will tick off a section on their loyalty card. Children will be awarded one merit for every five books read and summarised – taking them closer to a Gold Merit Award.

Alongside their banded reading or phonics book, we ensure that every child in the school takes home a Reading for Pleasure book from either their class or year group library. No limitations will be placed on the Reading for Pleasure book the child selects as they may choose to read it to a younger sibling, read for personal use or have it read to them by an adult at home. We do not want our children's reading to be restricted to banded books.

### **What does Guided Reading look like in every year group?**

#### **Reception**

10 minutes of whole-class novel reading at the start of every session

Daily 20-minute phonics sessions whole class model:

#### **1) Revisit & Review**

Consolidate previously taught sounds and tricky words.

#### **2) Teach**

Introduce the new phoneme/grapheme.

#### **3) Practise**

Blending and segmenting.

#### **4) Apply**

Independent application in reading or writing.

### **5) Assess**

Check understanding during application stage.

## **Year 1**

10 minutes of whole-class novel reading at the start of every session

Daily 20 minute phonics sessions whole class model:

### **Revisit & Review**

Consolidate previously taught sounds and tricky words.

### **Teach**

Introduce the new phoneme/grapheme.

### **Practise**

Blending and segmenting.

### **Apply**

Independent application in reading or writing.

### **Assess**

Check understanding during application stage.

## **Year 2**

10 minutes of whole-class novel reading at the start of every session

Daily 20 minute phonics sessions whole class model:

**Revisit & Review**

Consolidate previously taught sounds and tricky words.

**Teach**

Introduce the new phoneme/grapheme.

**Practise**

Blending and segmenting.

**Apply**

Independent application in reading or writing. Use of the Twinkl Mini-Workbooks to develop fluency and introduce comprehension skills.

**Assess**

Check understanding during application stage.

**Year 3**

Daily 40-minute guided reading using Reading Explorers

10 minutes of whole-class novel reading at the start of every session

**Session 1:**

Warm-up questions: Discuss initial ideas and generate predictions as a class.

Read the chosen Reading Explorers text with every child being given an A5 version to stick in their GGR book.

Include opportunities for choral and echo reading.

Write and answer questions in books.

**Session 2:**

Re-cap yesterday's reading and unpick key vocabulary as a class – ensuring that keywords are underlined on the text in their books.

Answer vocabulary questions outlined by Reading Explorers scheme.

Quick-fire retrieval practise (fastest finger) in books.

**Session 3:**

Re-cap key vocabulary from last lesson.

Detective (inference) activities – copy and answer the questions in books.

Reflect on answers to Monday's questions and improve using a green pen.

**Session 4:**

Review inference questions from yesterday. Discuss as a class and model how to answer an inference style question using answer and evidence.

Children to self-assess before answering new inference questions using the answer and evidence structure.

**Session 5 (non-PPA weeks):**

Independent comprehension task using 'VIPERS'.

**Years 4, 5 and 6**

Daily 1-hour whole class model

15 minutes of whole-class novel reading at the start of every session

**Session 1:**

Re-cap and Vocabulary

Re-cap reading from last week and discuss predictions for the coming week.

Continue to read, modelling expert prosody.

Text mark a small section of the text before completing whole-class echo and choral reading activities.

Answer vocabulary questions in GGR books. Chosen vocabulary will be your vocabulary of the week, to be embedded throughout the week in GGR and Writing lessons.

**Session 2:**

Retrieval

Re-cap reading from yesterday.

Continue to read, modelling expert prosody.

Text mark a small section of text for children to complete their paired performance of the section.

Answer retrieval questions in GGR books.

**Session 3:**

Inference

Re-cap reading from yesterday.

Continue to read, modelling expert prosody.

Discuss inference-based questions as a class.

Play 'the BIG Ding' (an inferential question with multiple answers)

Whilst the teacher reads out a section of text, the children must call out 'DING' when they hear a piece of evidence which answers the question.

Model to children on the board how to answer an inference-based question before providing children with their own inference questions to answer in GGR books.

#### **Session 4:**

Summary and Prediction

Re-cap reading from yesterday.

Continue to read, modelling expert prosody.

Discuss the weeks reading so far and review how the characters have been developed by the author and the purpose behind this.

Answer summary questions as a class which include ordering events into chronological order. Make new predictions for next week's reading.

#### **Session 5 (non-PPA weeks):**

Independent comprehension task using 'VIPERS'.