



## Phonics and Early Reading Policy

**'We want our children to be happy and healthy today, fulfilled in the future and able to make their world a better place.'**

**Intent:** Our aim is for every child to become a fluent, confident reader by the time they leave our school, with the confidence and skills required to read, explore and manipulate wide ranging texts. As well as reaching age related expectations, we want children to develop a love for reading and read for pleasure on a regular basis for the rest of their lives. Our broad-based curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good, accelerated, or better progress.

We believe teaching every child to read is so important. We have a Reading Leader, closely supported by the English Team, who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

The aims of teaching reading in our school are to develop pupils who:

- develop a deep love of reading
- show high levels of achievement and exhibit very positive attitudes towards reading
- rapidly acquire a secure knowledge of letters and sounds through regular phonics sessions and make sustained progress in learning to read fluently
- read easily and fluently with good understanding across both fiction, poetry and non-fiction on a range of resources including electronic
- acquire a wider vocabulary for tier 2 and tier 3 words
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way through Key Stage 1 and if necessary, Key Stage 2
- develop their reading in all subjects to support their acquisition of knowledge throughout the curriculum
- read for pleasure both at home and school on a regular basis in the refurbished library areas
- through their reading develop culturally, emotionally, intellectually, socially and spiritually
- develop good comprehension of all texts drawing from their growing linguistic knowledge

### Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers:

All children will have Quality First Teaching. Any children with identified SEND, in receipt of pupil premium funding or identified as needing 'catch up' may have additional work set or extra support in order to access the curriculum. This may be through the use of intervention resources such as, Nessy Online Phonics, Expanded Rehearsal Technique ERT, Rapid Reading or other resources recommended by educational professionals. As well as this, our school offers a demanding and varied curriculum, to provide the stretch for higher attainers to ensure they reach their full potential.

### Implementation of Early Reading

At Milton Road Primary School, we believe that all our children can become fluent readers and writers. Therefore, we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children can tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### Comprehension

At Milton Road Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

### Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow Letters and Sounds progression document.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

### Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- 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 practise sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - Comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. 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.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

#### Home Reading:

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops and resources.
- We use the Little Wandle Letters and Sounds Revised, Parents Resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.

- Lesson templates, prompt cards and how to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

### Ensuring reading for pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

Our beautiful Michael Rosen Library is at the heart of our school and is a much loved space for reading for pleasure and total immersion in books. Books are replenished and updated continually, ensuring stock rotation, up to date titles and diversity of resources to excite and engage all of our readers from the very youngest to Year 6.

We use CPD resources to grow our teachers' knowledge of current books, along with the most recent research. We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of literature, including books that reflect the children at Milton Road Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed, including recommendations.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- At times throughout the school classes visit the local library, and library reading challenges are encouraged.
- Poetry is celebrated within curriculum and throughout the school.
- Authors visit the children to hold assemblies or in class workshops.
- Children visit our school, Michael Rosen Library at least once a week.
- Other events across the year also promote reading. These include the celebration of World Book Day, the Summer Reading Challenge, Travelling Books Book Fairs and author visits.

### Moving Reading on from Early Years, Key Stage 1 and into Key Stage 2

In Reception and Year 1 reading is taught through Little Wandle Reading Practise group sessions, three times a week, along with 5 Little Wandle phonics sessions. Children are assessed throughout the programme and 'Keep-up' materials used to accelerate progress where children may be at risk of falling behind. Reading Practise sessions continue into Year 2 until children have completed the programme. After this, usually around Christmas in Year 2, children will move into a mixture of reading practise sessions and whole class shared reading, moving into the KS2 Vipers programme.

From Year 3 onwards, the VIPERS approach is used to teach reading, through a mixture of whole class reading of the same text or extracts, along with some guided group reading practise.

Within guided reading sessions, the adult focuses on developing the children's ability to become independent readers who are able to engage with and understand texts effectively. Children are often grouped by ability and the adult has access to resources to teach specific reading skills. This allows them to use a range of texts and questions to help develop children's comprehension skills.

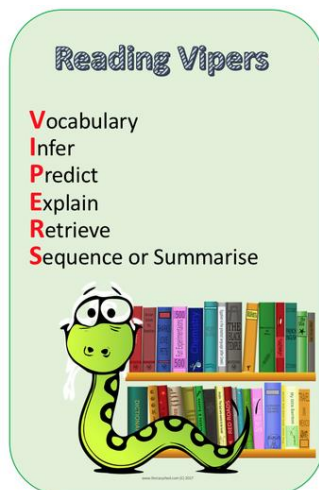
### Reading VIPERS

Children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

### What are Vipers?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:



The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

In Key Stage 2, those children who need further support in phonics and decoding receive support from the Little Wandle Rapid Catch-up programme which tailors support to need.

### Impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- Weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment for Reception and Year 1 is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Fluency assessment are used to measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
  - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
  - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
- A placement assessment is used:
    - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
  - The Rapid –catch up assessment is used
    - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

### Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Regular assessment and analysis of results ensures that