



Walkeringham Primary School Phonics and Reading Policy

At Walkeringham Primary School, we value reading as a crucial life skill, which in the first instance, allows children to access all areas of the curriculum. By the time children leave us, they read confidently and independently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools and resilience to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose and to read a wide range of fiction, non-fiction and poetry.

Intent

At Walkeringham Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery 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 are able to tackle any unfamiliar words as they read. At Walkeringham, 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 and vocabulary development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Implementation

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'.

These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

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 the second full week of the Autumn term. We follow the Little Wandle Letters and Sounds Revised progression:

- 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 children in Year 2 and above who are not fully fluent at reading or have 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: Regular Reading practice sessions in Reception and Year 1

We teach children to read, through reading practice sessions. These:

- are taught by a fully trained adult to small groups of children
- use fully decodable books matched to the children's secure phonic knowledge
- are monitored by the class teacher, who 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 practice 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.

Home reading

The decodable reading practice book is taken home to ensure success is shared with the family. Reading for pleasure books (Sharing books) also go home for parents to share and read to children.

We use the Little Wandle Letters and Sounds Revised parents' Resources and the Everybody Read! Resources and the 'Everybody read!' 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.

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 Literacy Lead and Headteacher monitor and observe teaching; they use the summative data, in conjunction with teaching staff, 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)

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 books, including books that reflect the children at Walkeringham 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 Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children in Nursery, Reception and Key Stage One 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.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, national events etc).

Impact

Assessment

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 Assessments 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 in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

Foundation Stage Assessments

The Foundation Stage Profile is an ongoing assessment, which is completed throughout Nursery and the reception year.

The Foundation Stage Profile begins in nursery, added to each term, and completed by the end of the EYFS year. On entry to EYFS at Walkeringham Primary School, the seven areas of learning are assessed using Development Matters statements to develop an initial overview of children's abilities. These seven areas of learning are then regularly assessed through both teacher and child-initiated activities in the form of observations and evaluations. These assessments are then inputted into the Foundation Stage E Profile each term and progress tracked over the year.

Phonics Screening Check

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2. This test is administered internally. These results are then reported to the local authority and to parents.

National Key Stage One Assessments.

Pupils are assessed against criteria using the Teachers' Interim Framework for reading and a Key Stage One reading test is also administered to support this teacher judgement. This will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

Children are assessed under the following headings:

- Working below the expected standard (WTS)
- Working at the expected standard (EXS)
- Working at greater depth within the expected standard (GDS).

Ongoing assessment for Rapid Catch-up in Years 2 to 6

Children in Year 2 to 6 are assessed through:

- the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
- the Rapid Catch-up summative assessments to assess progress and inform teaching
- the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.

The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Reading from Y2 onwards

Once children have exited the Little Wandle programme, they independently choose and take home a reading book from a wide range of books organised in classes, by category, author and interests. Books are displayed in an appealing way, many forward-facing, to enable children to see the appealing books available to them.

Reading Plus

Children in Key Stage Two have daily Reading Plus sessions to improve reading efficiency. When children can read efficiently it frees up mental energy to further comprehend and gain enjoyment from reading. Reading Plus is an online reading programme, which supports children to become curious, confident, lifelong readers. It accelerates each child's reading achievement through personalised instruction and intervention. It teaches silent reading fluency, comprehension and vocabulary with software that meets each child's individual reading level. Weekly assignments are set with personalised instructions for pupils, these include visual skills development for eye-tracking, reading tasks for comprehension and fluency, and vocabulary tasks. Children have a personal login to access Reading Plus at home.

Inclusion

For the majority of pupils, this consistent quality first teaching of phonics and reading will ensure that they become accurate and confident readers. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SEND co-ordinator. We have a range of support programmes in school, which can be selected with the support of the SEND co-ordinator.

Assessment and Monitoring of Reading for children no longer on the Little Wandle Programme

Assessment is undertaken by the class teacher and the English Lead will monitor the results of these assessments.

The purposes of assessment are:

- To be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps.
- To be diagnostic, providing more detailed information about individual children's strengths and weaknesses.
- To be summative, providing a snapshot of each child's achievement – these can be reported to parents.
- To be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is.
- To inform the children to enable them to develop their learning.

All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Assessment methods

Children's reading is assessed continuously through individual, group and whole class reading. This might involve recording children's responses, making a note of areas of strength or weakness in reading records.

From Year 3 onwards children record their reading in their Reading Journals as a way of logging their reading and their understanding of both their guided and independent reading.

Class assessment data for Reading is captured 3 times a year: before October, February, and May half-term breaks. Assessment judgements are derived through Key Stage 1 Phonics screening checks; the results of Headstart reading tests or Past SATs papers, Reading Plus data and teachers' knowledge of the children. A judgement is made and then recorded on a tracking grid for each year group. The phonics and reading of common exception words is recorded in each child's individual Spelling and Reading Journey book.

National Key Stage Two Assessments

A Key Stage Two reading test is administered will be carried out in the classroom in May and the children will receive a standardised score where 100 is the expected attainment.

These assessments are sometimes moderated by the local authority.