



## Reading and Phonics Policy March 2022

Author	Date of Publication	Date of Review
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## Introduction

Lady Bankes Primary School is larger than the average-sized primary school.

The proportion of disadvantaged pupils is below average. The proportion of pupils who have special educational needs and/or disabilities is broadly average. The proportion of pupils who are of a minority ethnic heritage is above average. Those who speak English as an additional language is broadly average, although some of these are at a very early stage of developing skills in English.

## Intent

### Phonics (reading and spelling)

At Lady Bankes 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 Lady Bankes Primary School, 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 Lady Bankes 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 Reading Leaders (Y Donaghey and S McCarthy) who drive the early reading programme in our school. These people are 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.

## 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 Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
  - 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 catch-up lessons for any child in Year's 2 to 6 who is not reading at the expected standard/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 *Little Wandle Letters and Sounds Rapid Catch-Up Programme* to assess and identify the gaps in their phonic knowledge and teach to these using the Rapid Catch Up Resources – at pace. These short, sharp lessons last 10 minutes and take place at least three times a week.

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

- In Reception and Year 1 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 using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
  - 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 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.
- 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.
- In Year 2 onwards the reading sessions called 'Guided Reading' takes place in groups focusing on the reading skills needed for that particular group of children.

### 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 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.
  - We use Bug Club as a whole-school online reading programme where teachers can monitor the books being read and add books for children to read.
  - Children in year 2 onwards who have passed the phonics check will be on a turquoise banded book or higher and they bring home these banded books. These books can be changed on a weekly basis once the parents/carers have signed the home/school record book.

### Additional reading support for vulnerable children

Children in the lowest 20% will be heard read:

- EYFS – daily
- KS1 – daily
- KS2 – at least 3 times a week

This supports the view that Ofsted have recently stated in their deep-dive looks at reading using the new framework.

'Good phonics teaching will make sure that all children learn to read early, regardless of their background. It is easy for inspectors to find out if a school has a team of expert reading teachers: if the slowest progress readers in key stage 2 can read age-appropriate unseen books with fluency, inspectors know the school has made reading its priority.'

### 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)

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 Lady Bankes Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner 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 and Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- 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.
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- Children in EYFS and KS1 have reading buddies from KS2 who listen and read to them regularly.

### 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** 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.
- The *Little Wandle Letters and Sounds Revised* placement assessment is used:
  - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.
- PM Benchmarking is used from year 2 though to KS2 to assess children's reading level. An assessment is carried out every half term to determine a book band level until they become a 'free reader'.

### Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
- Children in Years 2 and 6 sit reading SATs assessment.

### Ongoing assessment for catch-up

- Children in Year's 2-6 are assessed through:
  - their teacher's ongoing formative assessment
  - the *Little Wandle Letters and Sounds* Rapid Catch-Up assessment
  - the appropriate half-termly assessments.

### Equal Opportunities:

At Lady Bankes Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data and individual education plans to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, with regard to the protected characteristics to ensure that the protected characteristics are represented in our curriculum.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.

- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.