



Grange Primary School

English:

Reading and Phonics

Intent

At Grange Primary School we believe that becoming a life-long reader and lover of books begins at an early age. We believe it is in the earliest years of life that children learn to become fluent, skilled and attentive readers. We value the importance of oracy; using spoken language to develop children's communication skills to broaden their vocabulary and their understanding of the world around them.

We believe reading is key for success across the primary curriculum and aim to reflect this through a vocabulary rich curriculum, in which high-quality texts are mapped into all subject areas. Alongside this, we appreciate the development of speaking and listening skills, and the crucial role they play in helping children learn to read from their earliest years of life.

The intent of teaching early reading through *Little Wandle Letters and Sounds Revised* is to provide children at Grange Primary School with a strong foundation in phonics and reading skills. By using a systematic and structured approach, we aim to teach children how to decode words by sounding them out, and to develop their phonemic awareness skills. We have adapted *Little Wandle Letters and Sounds* program in order to best suit the needs of our children. In turn, we emphasise the importance of building vocabulary, understanding, comprehension strategies and fluency practice, while also fostering a love of reading and a lifelong appreciation for literature. Through engaging and interactive lessons, we strive to create a positive and supportive learning environment that encourages children to become confident and proficient readers by the end of Key Stage One.

Reading is a priority at our school and as such, we introduced the whole class reading approach from Year 2 to Year 6, with the aim of promoting meaningful discussions during lessons, providing children with daily exposure to modelled reading and placing a focus on the learning of new vocabulary.

We strongly believe that reading should be an enjoyable and enriching activity that reaches far beyond the discrete teaching of reading skills. We prioritise reading for pleasure in our timetable and work hard to develop home reading links, where parents play an active role in their child's reading journey. Our timetable is mapped in a way that celebrates and raises the profile of reading, books and authors. We hold reading focused assemblies, open our library at lunchtimes and after school, have reading workshops for parents and a daily dedicated 'story time' in each class. Additionally, we invite parents of children in EYFS and Key Stage One in weekly to share in 'Reading Together' sessions.

Implementation

Phonics

At Grange Primary School, we begin Phase 1 phonics in nursery, teaching children to explore the sounds in the world around them. We have a strong push on oracy that supports early reading development by promoting vocabulary development from nursery through core books, songs and rhymes. At this stage, children are developing their language skills and phonological awareness and their ability to recognise and manipulate sounds in words. By teaching Phase 1 phonics, children begin to learn about rhythm, rhyme and alliteration, whilst exploring environmental sounds. With this early introduction to phonics, we create a foundation for learning to read and write. It also helps children develop their speech, language and communication skills by experiencing regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. We recognise the impact of play on a child's development, and the importance of children also accessing these

activities independently through their provision. Through fun, engaging and interactive phonics lessons in Nursery, children are introduced to new sounds, activities and games. It helps build their enthusiasm for learning and sets them up for success in school. These sessions encourage children to develop strong language and phonics skills from an early age, providing them with a solid start for when they transition into our Systematic Synthetic Phonics program: *Little Wandle Letters and Sounds Revised* in Reception and into Key Stage One.

Little Wandle Letters and Sounds Revised is an approach to teaching reading that focuses on the relationship between sounds and letters. The program is designed to teach children how to read by breaking down words into their individual sounds, or phonemes, and then teaching them how to blend those sounds together to form words. We encourage children to sound out decodable words, and recognise the 'tricky' part of tricky words. This helps children develop strong phonemic awareness skills, which are essential for reading fluency and comprehension as they move through primary school.

As part of this program, children in Reception and Year 1 have daily phonics sessions where they participate in speaking, listening and spelling activities that are matched to their developing needs. We teach children to decode, blend and apply this knowledge, then match the word to a picture to help their vocabulary, understanding and comprehension. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children receive daily 'keep up/ catch up' sessions to help narrow the gap for children across the Key Stage. Children work through the different phases, developing their knowledge of graphemes and applying them to appropriately pitched decodable reading books. Children take home a decodable reading book that is linked to the phonics phase that they are working at, as well as a 'sharing book.' Children in the Early Years and Year 1 read 1:1 with an adult at least twice a week. As the year progresses, Year 1 move into the *Little Wandle Letters and Sounds Revised* reading program which is supplemented by daily supported reading sessions. During this time, children continue to develop their skills of comprehension, prosody and fluency in a small group session, ready for Year 2. Children in the bottom 20% receive additional 1:1 reads weekly.

Shared Reading

From Year 2, children are taught reading using the shared reading approach. A key text is chosen from a variety of class sets available to each year group; these books cover a range of genres and text types and have been carefully chosen to link to other areas of study, such as science, geography or history, to support our cross-curricular reading approach. Teachers begin by contextualizing the book, introducing new vocabulary and modelling reading strategies. The lesson is then focused on a core reading skill, taken from the content domains laid out in the National Curriculum. Teachers use a bank of question stems and structures (which align with end-of-key-stage tests) to support their planning of clear and meaningful activities that link to these content domains. Additionally, each joint year group has a reading area filled with diverse books for the children to access and read for pleasure in class and at home. Each class also has a 'story time session' which is blocked at the end of each day.

Interventions

Interventions focusing on fluency, stamina and specific comprehension skills are mapped to support the progress of all readers. Children, who have been identified as reading below their year and still require phonics teaching, receive phonics sessions three times a week at their developing phonics level. These children take home a reading book matched to their phonic level, as well as a sharing book from their class book area and/or the library to read for pleasure. They also receive additional 1:1 reads throughout the week.

Celebrating Reading

In our mission to develop keen and fluent readers, we place a huge emphasis on exploring books and authors throughout the school calendar. We regularly timetable reading for pleasure sessions; run book assemblies in which staff and children share their favourite books and authors; classes have a dedicated 'story time' each day; and events such as poetry week and World Book Day are accompanied by author visits and workshops. Further to this, each child has a home reading record that they take home with their reading book each day. They are encouraged to read for 10 minutes at home in Key Stage One and at least 15 minutes in Key Stage Two and discuss the book with their parent or carer, who supports their child using a 'reading question prompt' document given to all families at the start of the academic year. The children bring their signed reading record in each morning to be monitored by an adult.

Impact

Impact in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

Attainment and progress in all year groups is measured through termly reading assessments, used alongside the moderation of the children's reading books to make judgements against National Curriculum objectives. Teachers upload this assessment data onto the whole school tracking system and monitor progress towards National Curriculum objectives as well as the progress of targeted intervention groups. Termly moderation meetings are held in school, where teachers work to identify gaps in knowledge and skills that is then used to inform future planning. Throughout the term, the Senior Leadership Team carry out learning walks, observations, book looks and pupil progress meetings in order to monitor the quality of teaching and learning across the school. The outcome of these reviews is reflected in actions set out in teachers' appraisals, the English Action Plan and as whole school targets shared with staff.

Children leave Grange Primary School with a love of reading across all genres, knowledge of a range of authors and an understanding of the power of reading to open doors and unlock potential. They will be ready to apply their broad skill set to their study of the wide range of subjects in their forthcoming secondary education.