



Phonics and Reading at Lower Heath CE Primary School

Intent:	
Our reading philosophy is...	<p>At Lower Heath, we aim to establish a reading culture whereby children enjoy accessing a range of texts and feel confident discussing different books and authors.</p> <p>Through dedicated storytime sessions and daily guided reading work, we teach our children to be inquisitive, ask questions and gain a deeper understanding of what they have read.</p> <p>Progressive, high-quality texts are at the heart of our English curriculum - each unit has been carefully mapped out to include a core book and a link storytime opportunity. Our English and storytime long-term plan ensures that children have access to a broad and balanced range of texts, which stretch across a wide range of genres.</p> <p>As a result, we can focus on enhancing our children's vocabulary through exposure to texts that they may not typically access.</p>
Implementation:	
Teachers prioritise reading by...	<p>Promoting a daily shared storytime</p> <p>Reading across all areas of the curriculum</p> <p>Promoting high-quality reading areas and displays</p> <p>Monitoring progress and giving opportunities for disadvantaged learners to read regularly with an adult</p>
A love of reading across our school is developed through...	<p>Each classroom has a dedicated area linked to reading</p> <p>Themed books requested and displayed termly, promoting cross-curricular links and reading across all subjects</p> <p>The use of a central display area, linked to Accelerated Reader, to celebrate the achievements and successes of children</p> <p>A half-termly reading newsletter, with recommendations and resources</p> <p>Reading for pleasure surveys, whereby children's responses can be tracked and targeted</p>
Teachers ensure that children are read to each day...	<p><u>At what time?</u></p> <p>After breaktime each day, an adult selects a link storytime text (from the school's long-term plan and reading spine) to share with their class. The purpose of this is to increase children's exposure to high-quality texts, share a wide-range of tiered vocabulary and allow pupils to become more confident with the use of intonation and expression.</p> <p><u>For how long?</u></p> <p>Children are read to for 10-15 minutes each day.</p>
The books that children read as a class will be chosen by...	<p>The new literacy long-term plan and reading spine maps relevant, progressive texts out across the school. These are matched closely to the Pathways to Write units taught. There are also suggested storytime texts linked closely to the termly topic/theme, alongside suggestions relating to culture, diversity and wellbeing.</p> <p>We also work according to the children's interests and enjoyment, so if they express a particular request, this is incorporated and accommodated.</p>
Reading is timetabled daily and will be taught...	<p>Following the Kinetic Letters programme, children receive a daily phonics/spelling session and then a guided reading session. The guided session is scheduled to last for at least 20 minutes.</p> <p>All lessons are centered around the use of VIPERS.</p>

	<p>Staff are focusing on whole-class guided reading and have developed a long-term plan for this, to ensure that all children are suitably challenged and texts are pitched appropriately.</p> <p>Staff identify those individuals who are not reading at home, or that would benefit from additional reading, and provide opportunities for 1:1 reading within the school day. This is reported in home journals.</p>
Parental involvement in reading is monitored by...	<p>All children have a reading journal, which is taken to and from school each day. Parents and carers are encouraged to write regularly in this.</p> <p>Children requiring phonetically decodable texts, and not yet accessing Accelerated Reader, are given an overview in the front of this book, showing the stage that they are accessing and the books that they have received so far.</p> <p>Each Monday, an adult in the class checks the reading journal, signing it and awarding Dojo points for the number of reads recorded.</p>
Parents will be supported with reading through...	<p>At the start of the year, parents receive a letter, outlining expectations for reading at home and reading prompts.</p> <p>Newly developed VIPERS bookmarks to support targeted questioning for each year group.</p> <p>A half-termly reading newsletter.</p>
Phonics must be taught daily by...	<p>Lower Heath follows the Letters and Sounds programme. This ensures a consistent, clear approach across school.</p> <p>The following structure is used to guide lessons: Introduce, Revisit, Teach, Practise and Apply.</p> <p>Resource packs (comprising of flashcards, small sound cards, word cards and tricky word cards) have been created to support teaching.</p> <p>Smaller resource packs (comprising of small sound cards) have also been created to support teaching assistants when phonics catch-up programmes/interventions begin.</p> <p>Supplementary planning and resources (Phonics Play) have been agreed, downloaded and shared with staff.</p> <p>Phonics is taught daily for 20 minutes (separate to any interventions taking place) in the morning; refer to daily timetable for further details.</p> <p>Children are grouped according to their needs (see information below about assessments) and this is reviewed on a half-termly basis; groups are flexible.</p> <p>Sound hands are used across EYFS-KS1 to support children with segmenting and blending words.</p>
Phonics must be assessed by...	<p>A phonics assessment booklet has been created (using the Letters and Sounds programme/phases) for pupils in EYFS-KS1.</p> <p>This booklet is updated on a termly basis and will follow children through EYFS/KS1 to ensure that all staff have a good understanding of individual progress and needs.</p>
Children will be supported to catch up by...	<p>The SENCo has worked with all staff to introduce a targeted intervention system. This is a succinct, focused activity which revises the relevant phonemes and graphemes taught in Letters and Sounds phases.</p> <p>The lowest 20% of children identified in KS2 participate in a Read Write Inc. Fresh Start intervention.</p>
Phonological skills must be reinforced through ...	<p>All other lessons, with a particular emphasis on applying phoneme-grapheme correspondence in written form.</p>
Books are closely matched to each child's phonics stage by...	<p>Use of phonics assessment booklet (referenced previously) and formative understanding of children's progress within daily phonics sessions.</p> <p>Children requiring phonetically decodable texts, and not yet accessing Accelerated Reader, are given an overview in the front of their diary, showing the phonics stage that they are accessing and the books that they have received so far.</p> <p>Each Friday, pupils are given two new books matched to their phonics stage.</p>
The books that children take home to read are selected by...	<p>Children in EYFS/KS1 receive support in choosing their two phonetically decodable texts to take home weekly. Occasionally, one of these two texts</p>

	<p>will be marked with a white label and a letter “S” for “sharing”. These books contain a higher number of common exception words and may require a greater level of input from an adult.</p> <p>Within each stage, differentiation is marked using the terms: “anchor” (for further support) and “challenge” (more complex content).</p> <p>In KS2, children complete their Accelerated Reader assessment to identify their ZPD. Subsequent to this, they are encouraged to choose a text within their identified range (from the area in their classroom or the library). Once they have read this, they must complete an online quiz in order to demonstrate their understanding.</p> <p>Parents are also encouraged to share other books from home with their children.</p>
We will ensure that any children beyond Year 2 are fluent and accurate readers by...	<p>Tracking the RWI Fresh Start programme with the lowest attaining 20% of Key Stage 2 children. This will provide pupils with additional opportunities to access suitably pitched texts and develop overall fluency.</p> <p>See above reference also to 1:1 readers.</p>
In Key Stage 2, reading skills will be developed by...	<p>Accelerated Reader is used both at home and in school.</p> <p>VIPERS approach is used to structure daily reading lessons and guide questioning.</p>
The lowest 20% of readers in our school will be supported by...	<p>Interventions and in-class support, offered by well-trained teachers and teaching assistants.</p> <p>See above reference to RWI Fresh Start literacy programme.</p>
This subject is monitored though...	<p>Scheduled phonics, guided reading and writing monitoring sessions; with feedback being used to further improve practice. These sessions involve book scrutinies, learning walks, pupil voice and analysis of data.</p>
Staff development in this subject is supported by...	<p>Scheduled phonics, guided reading and Pathways to Write staff training sessions within school.</p> <p>Opportunities to observe other staff members delivering sessions and learning from best practice.</p> <p>Coaching sessions for less experienced members of staff.</p> <p>Reading and writing support network group attended half-termly by CW, with relevant information and useful ideas being shared with other staff.</p>
Impact:	
In literacy skills books, you will see...	<p>Literacy skills books will include any phonics, spelling and guided reading activities.</p> <p>For children in Reception-Year 2, there will be at least one weekly entry linked to phonics sessions.</p> <p>Guided reading work will be included in literacy skills books, throughout the school, and linked specifically to VIPERS skills. These books show how rapid graspers’ needs are accommodated within whole class reading sessions.</p>
What is the impact of our reading curriculum?	<p>Children will make at least good progress in phonics, reading, and speaking and listening from their last point of statutory assessment.</p> <p>Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p>