




## Phonics and Reading at Lower Heath CE Primary School

Intent:	
Our reading philosophy is...	<p>At Lower Heath, we 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 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>Daily reading session - either individual or guided practice</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>Shropshire Library Service being involved in auditing and reviewing our school library; children having regular access to the library</p> <p>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).</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 English 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 Little Wandle programme, children receive a daily phonics/spelling session and a guided reading session. The guided session is scheduled to last for at least 20 minutes.</p>

	<p>Staff in KS2 teach 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. We use a digital reading system to record this.</p>
<p>Parental involvement in reading is monitored by...</p>	<p>All children have a digital reading record. This can be accessed via a web browser, or the Boom Reader app, by both parents/carers and teachers.</p> <p>Each Friday, we count the number of reads undertaken by each class. In celebration worship, we then award each class with digital marbles in exchange for the number of reads undertaken as a class. Each class works towards a target, and once met, they can agree a reward of choice with their class teacher.</p>
<p>Parents will be supported with reading through...</p>	<p>At the start of the year, parents receive a letter, outlining expectations for reading at home and reading prompts.</p> <p>An annual Boomreader workshop for parents/carers.</p> <p>Reading support through the 'Parent Information' tab of our website.</p>
<p>Phonics must be taught daily by...</p>  <p>The logo for 'Little Wandle Letters and Sounds Revised' is a vertical orange banner. At the top, it says 'We're teaching every child to read with'. Below this is a circular emblem featuring a wandle (a bird) and the text 'Little Wandle LETTERS AND SOUNDS REVISED'. At the bottom, it states 'A complete SSP validated by the Department for Education'.</p>	<p><b>Foundations for phonics in Nursery</b></p> <ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>○ sharing high-quality stories and poems</li> <li>○ learning a range of nursery rhymes and action rhymes</li> <li>○ activities that develop focused listening and attention, including oral blending</li> <li>○ attention to high-quality language.</li> </ul> </li> <li>• We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.</li> </ul> <p><b>Daily phonics lessons in Reception and Year 1</b></p> <ul style="list-style-type: none"> <li>• We teach phonics for 20-30 minutes a day. Each Friday, we review the week's teaching to help children become fluent readers.</li> <li>• Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.</li> <li>• We follow the <u>Little Wandle Letters and Sounds Revised expectations of progress</u>: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> </ul> </li> </ul> <p><b>Daily keep-up lessons ensure every child learns to read</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• We timetable daily phonics lessons for any child in Year 2 or 3 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 <i>Little Wandle Letters and Sounds Revised</i> assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources - at pace.</li> <li>• If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.</li> </ul>

<p><b>Phonics must be assessed by...</b></p>	<p><b>Assessment</b>  Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.</p> <ul style="list-style-type: none"> <li>• <b>Assessment for learning</b> is used: <ul style="list-style-type: none"> <li>○ daily within class to identify children needing Keep-up support</li> <li>○ weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.</li> </ul> </li> <li>• <b>Summative assessment</b> is used: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ by SLT and scrutinised through the <i>Little Wandle Letters and Sounds Revised</i> assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.</li> </ul> </li> </ul> <p><b>Statutory assessment</b></p> <ul style="list-style-type: none"> <li>• Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.</li> </ul> <p><b>Ongoing assessment for catch-up</b></p> <ul style="list-style-type: none"> <li>• Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly <i>Little Wandle Letters and Sounds Revised</i> summative assessments.</li> </ul>
<p><b>Children will be supported to catch up by...</b></p>	<p>See above information under 'teaching' and 'assessment' for comprehensive detail about this.</p>
<p><b>Phonological skills must be reinforced through ...</b></p>	<p>All other lessons, with a particular emphasis on applying phoneme-grapheme correspondence in written form.</p>
<p><b>Books are closely matched to each child's phonics stage by...</b></p>	<p>Children requiring phonetically decodable texts, and not yet accessing Accelerated Reader, are given two books matched closely to their current level of need, and to the sound/s being taught.</p>
<p><b>The books that children take home to read are selected by...</b></p>	<p>Children in EYFS/KS1 are allocated a phonics book which is matched to their reading ability through the Little Wandle assessments; we call this their 'Anchor' book.</p> <p>Children are also given the opportunity to choose a 'Challenge' book which is appropriate for their current phonics phase, but they may not have learned all of the graphemes in this book yet. This is for the children to share with their parents/carers.</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 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>
<p><b>We will ensure that any children beyond Year 2 are fluent and accurate readers by...</b></p>	<p>See above information under 'teaching' and 'assessment' for comprehensive detail about this.</p>
<p><b>In Key Stage 2, reading skills will be developed by...</b></p>	<p>Daily reading - either individual or guided using VIPERS approach  Modelling of prosody by teachers during Storytime  Increasing knowledge of children through broad curriculum offer and reading throughout the curriculum</p>
<p><b>The lowest 20% of readers in our school will be supported by...</b></p>	<p>Interventions and in-class support, offered by well-trained teachers and teaching assistants.</p> <p>See above information under 'teaching' and 'assessment' for comprehensive detail about this.</p> <p>Any child on our SEND register has a target linked to reading on their APDR schedule</p>
<p><b>This subject is monitored though...</b></p>	<p>6 weekly summative assessments to ensure appropriate progress  The Reading Leader and SLT use the summative data to identify children who need additional support and gaps in learning.  Regular learning walks from reading lead and link governor to ensure children have appropriate level of books and are enjoying their reading experience.</p>

<p><b>Staff development in this subject is supported by...</b></p>	<p>Scheduled phonics, guided reading and Pathways to Write staff training sessions within school.          Opportunities to observe other staff members delivering sessions and learning from best practice.          Reading and writing support network group attended half-termly by English lead, with relevant information being shared with other staff.</p>
<p><b>Impact:</b></p>	
<p><b>In literacy skills books, you will see...</b></p>	<p>Literacy Skills books will include any phonics, spelling and guided reading activities.          For children in Reception-Year 2, there will be at least three weekly entries linked to phonics sessions.          Guided reading work will be included in literacy skills books, throughout the school, and linked specifically to VIPERS skills.</p>
<p><b>What is the impact of our reading curriculum?</b></p>	<p>Children will make at least good progress in phonics, reading, and speaking and listening from their last point of statutory assessment.          Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p>