



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN



Dore Primary School

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Phonics, Early Reading and Reading Policy

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It is essential that our approach to teaching phonics and reading at Dore Primary School is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At Dore 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 Reception 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 Dore 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 Dore 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 an Early Reading and Phonics Leader who drives the early reading programme in our school. This person is 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.



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Implementation

Foundations for phonics in Pre-School

- Children in Pre-School follow the Little Wandle 'Foundations for Phonics' programme to ensure that they are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.
- 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.

Daily phonics lessons in Reception and Year 1

- We teach phonics every 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 Phases 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 (JIT), 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 phonics lessons for any child in Year 2 and above 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.
- These short, sharp lessons last 15-20 minutes at least three times weekly and have been designed to ensure children quickly catch up to age-related expectations in reading.



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Teaching reading: Reading practice sessions

- We teach children to read through reading practice sessions either in a group or 1:1 in Reception, Year 1 and Year 2.
These:
 - are taught by a fully trained adult
 - use books matched to the children's secure phonic knowledge
 - are monitored by the class teacher who works with each child/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.
- These sessions begin in Reception. 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 3 and above, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- A decodable reading practice book is taken home to ensure success is shared with the family, this book will only contain GPSs and tricky words which the child has been taught.
 - When children start in reception they take home a 'Phase 1' book, this book contains no words. Children then move onto a Phase 1/2 book which gives the opportunity for child to practise oral blending. Children are then assessed to move onto the following phases commencing at 'Phase 2(A)' containing only the graphemes and tricky words which the child has been taught.
 - Reading for pleasure books ('library books') also go home for parents to share and read to children. Our reading meeting for parents shares the research behind the importance and impact of sharing quality children's books.
 - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) and information from teaching staff 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 (where possible).
- In KS2 all children take home a Reading for pleasure book (from the library) and a book band book to read at home and in school during 1:1 reading; this book is closely matched to their reading ability.



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Additional reading support for vulnerable children

- Children in Reception, Year 1 & Year 2 who need to catch up quick, have additional reading practice sessions.
- Children in KS2, who are still working on phonic phases, have reading practice sessions in addition to the rapid catch up programme.

Ensuring consistency and pace of progress

- Every teacher up to Year 3 and all teaching assistants in our school have completed the Little Wandle Letters and Sounds training 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 regularly monitor and observe the teaching of phonics and reading practice sessions; they use the summative data to identify children who need additional support and gaps in learning during pupil progress meetings.

Book Study

Children in KS2 participate in Book Study. During a Book Study session, the teacher reads a high-quality text with the whole class, and then leads a discussion with questions, focusing on a specific reading skill (VIPERS). Children are taught to recognise reading questions using the VIPERS mnemonic: Vocabulary, Infer, Predict, Explain, Retrieve, and Summarise.

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. Our Reading for Pleasure Team drives this across the school.

- 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 Dore Primary School and our local community as well as books that open windows into other worlds and cultures.
- Our Reading Spine suggests 9 varied texts for each year group (Pre-School to Y6), these books are all available in school for children to take home and read for pleasure (from our KS1 or KS2 libraries). The local library displays the reading spines for each year group and have many copies of each book for children to borrow.



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- Every classroom has an inviting reading 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. These books have been recently stocked with new and diverse texts so each child is represented. They also stock our Reading Spine books.
- In Foundation Stage and Key Stage 1, children have access to the reading area every day during continuous provision.
- Children in Reception, Year 1 and Year 2 have a home/school reading record. The parent/carer records comments at home to share with the adults in school. School staff write specific and targeted comments in reading records following a group or 1:1 reading practice session.
- In KS2, pupils use a 'reading log' to record the books/authors that they have read including a short review; staff monitor these and check in with pupils about their choice of book/author so that they can recommend books to them and discuss reading preferences.
- The newly refurbished school libraries ('The Book Jungle' and 'The Magical World of Books') are available for all classes and groups to use. 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 like World Book Day etc).
- In KS2 children 'read for pleasure' independently every day for 15 minutes after lunch. There is then an opportunity for children to recommend and share books on a regular basis.

Impact

Phonics 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 pupil progress meetings, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.



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- **‘Benchmarking’ assessments** measure children’s decoding, fluency and comprehension. They are used:
 - To ensure that pupils are reading the correct phase/banded book to maximise their reading progress.
 - To identify strengths and areas for development for each child.
- 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.

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
 - benchmarking assessments (see above)

Reading assessment in KS2 (Pupils who are not working on Rapid Catch-Up)

Children are assessed every 10 weeks in reading using a Reading Assessment tool: Headstart Reading Assessments for Y3 to 5, and past SATS papers for Y6.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.
- In Year 2 and Year 6 pupils complete Statutory Attainment Tests in reading.