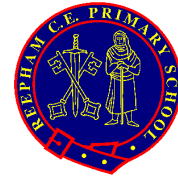


Reepham Church of England Primary School
Phonics and Early Reading Policy
(Reception - Year 2)



Intent

To best prepare children for the next stage in their journey where ALL children can read, enjoy reading and not have reading as a barrier to learning and life experiences.

Phonics (reading and spelling)

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 Reepham 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 Reepham 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 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.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 20-minute lessons, with daily oral blending games, increasing 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: Phonics 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.

We follow a whole class teaching model, where the majority of children will usually be together for the phonics teaching element. Should a child not keep pace with the learning they will enter daily Keep-up sessions. Where a child/ren are not making the expected progress, we may run a parallel small group phonics lesson to ensure key knowledge and skills are embedded. We will only do this where we believe the child/ren are at risk of cognitive overload in the whole class session. These sessions will usually follow the same structure as the whole class session and cover the same phase, but may be at a different pace. Where this strategy is used there will always be a plan for when pupils will be able to re-join whole class teaching without having gaps in their learning.

Frequent Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has regular Keep-up support, taught by a fully trained adult. Keep-up lessons run 3-5 times a week as needed and 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.

Additional Support for pupils not keeping pace, or those with significant difficulties

- There are 4 main strategies used for children who need additional support:

Smaller Group lessons	Keep-up	SEND Little Wandle Program	Rapid Catch-up program
Used to reduce cognitive load.	Small group or individual focused "extra" learning	Adjustments including sensory and reduced cognition	A specific program which can be used from Spring Y2 across Key Stage 2
Runs alongside whole class teaching at a similar pace, children will aim to go back into whole class teaching	Additional to whole class teaching, ensuring children keep pace	Instead of whole class teaching, moves at the pace of the child	4 weeks of discrete planning for Phase 2, 3, and 4, followed by 14 weeks of rapid phase 5 teaching.
Review weeks may have a different focus to full class teaching	Pupils will be added through daily pupil 'assessment for learning' knowledge or termly assessment	A long-term program for pupils with specific educational needs	Used mainly for those who have English as an additional language or who have not been to a school setting before turning 7

Teaching reading: Reading practice sessions twice a week in Reception and Year 1

- We teach children to read through reading practice sessions twice 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.

- The book used in the reading practice sessions, will be the same book for both days, this will then be sent home for the child to **celebrate reading with their child**.

Teaching reading: 1-to-1 reading

- In Year Reception and Year 1 every child will read individually with an adult on a 1-to-1 basis weekly, this will be using a new book (not used in the Reading Practice session). The book will be matched to the child’s individual phonics level and any new tricky words will be taught. This book will then be sent home.

- In Year 2 every child will be heard read by an adult on a 1-to-1 basis fortnightly.

- Additional 1-to-1 reading will be used as an intervention for vulnerable readers.

Support and Challenge through additional reading books

- Each child will usually take home 3 books a week:

- Their Reading Practice Session Book (used during school reading session, Big Cat Little Wandle)

- Their Recommended Read/ Bedtime Story (for an adult to share with them) A

- support or challenge decodable book (Phonics decodable labelled into sets by the school)

- In providing a Support or Challenge book we will use our professional judgement and either provide pupils with a decodable book to aid fluency (this may be from a set slightly below their working class level) or for children making quicker progress between assessments, we may move them on to a higher set (tricky words and new sounds will always be identified in prior 1-to-1 reading sessions)

- Support and Challenge books have been matched to the termly phonics teaching using the Key Guidance for matching decodable books. See Appendix 1 for a key to the school reading sets.

Our phonics into Whole Class Reading Year 2 pathway

Termlet 1 (September- October):

- > Whole class teaching of phonics will revisit Year1 Summer 2 planning to embed fluency of digraphs and trigraphs.
- > All children will have a reading practice session weekly (Using Little Wandle phonics books or 7+ books) this will follow the similar format to Year 1, recapping sounds, tricky words and use comprehension question. These will take place within the phonics session.
- > The Bottom 20% will have 2 reading practice sessions weekly (one outside of the phonics sessions).
- > Daily Keep-up sessions will continue to run.
- > Additional phonics into spelling sessions will start daily.
- > All children will be checked at the end of the termlet to see if they have a reading fluency rate of 60-70 WPM (words per minute) using Phase 5 Set 5 final fluency assessment. The bottom 20% may also use phonics assessment to identify further gaps.

Termlet 2 (November-December):

- > For the majority of children whole class phonics will become whole class reading lessons.
- > These will follow the Reading Vipers comprehension approach similar to Key Stage 2.
- > Phonics flash cards will be used at the start to revisit digraphs, trigraphs and tricky words.
- > Bottom 20% (likely those below 60 WPM or large phonics gaps) will not join whole class reading, instead they will continue with the Reading Practice model in a small group. This will follow the familiar pattern and use a specific phonics level book or the 7+ books. These sessions will cover phonics, tricky words, fluency and comprehension. These will run at a faster pace than Year 1 to ensure rapid catch-up, usually covering 2 books a week. > Daily Keep-up sessions will continue to run.
- > Daily spelling Practice sessions will continue
- > Assessment will be against the reading domains (VIPERS)

Termlet 3 and beyond (January onwards)

- > The intention is for all pupils to join whole class reading lessons to focus on comprehension.
- > Daily Keep-up sessions will continue to run for those who have any gaps
- > Daily spelling practice sessions will continue
- > Going forward in Year 2 and beyond, any child with significant gaps in phonics will be considered for further personalised interventions including increased reading or the Rapid Catch-Up Program.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.

- In Reception and Year 1 this usually means two decodable books being sent home each week.

- Reading for pleasure books: In Reception children also take home a Bedtime Story Book for their guardians to share with them. In Year 1 this continues with Recommended Read, children are encouraged to complete a book review. Both Bedtime Stories and Recommended reads have comprehension questions attached for the parents to engage their 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.

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.

- In Reception and Year 1 pupils have a story read to them every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children and our wider community, as well as books that open windows into other worlds and cultures. This practice continues in all other year groups where class readers become longer (this will be at least 3 times a week)
- In Reception, children have access to the reading area every day in their free flow time and the books are continually refreshed. Reading opportunities are also embedded across much of the provision.

Reading Records and Encouraging the Love of Reading

- In Reception, Year 1 and Year 2 pupils will have a reading bookmark, which will be completed by a school adult when they read on a 1-to-1 basis (not with reading practice sessions). We will encourage parents/pupils to fill in their reading bookmark whenever they read at home. This can include evidence of *any* reading at home, not simply their school issued book (eg comics, magazines, books chosen to encourage reading for pleasure).

- Each class has a Love of Reading competition and if a child reads their allocated amount at home (eg fills their bookmark), then they will work towards being entered into a termly Reading Raffle, where they can win a book of their choice.

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.

○Summa9ve 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 Keepup 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.
- To check fluency at the end of Year 1 and Autumn Year 2 to ensure pupils are on the correct reading journey.
- Standardised comprehension assessment begins at the end of Year 1 and is used to monitor Reading Ages. ○The school uses optional SATs to aid teacher assessment of Reading in Year 2.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments as required.

Appendix 1: School Reading Sets

All children will follow the Big Cat Little Wandle reading scheme for their primary home reader. This will be complemented with a support or challenge book. These have been ordered by the school using the Key Guidance for Matching Decodable Books to the Little Wandle Reading Scheme. Every effort has been taken to match books into the terms in which sounds are taught. Where a tricky word or sound appears in a book that has not yet taught, this will be covered in 1-to-1 reading sessions before a book is sent home.

Order of books to phonics being taught, note a + on a book means only to be used when the second half of the termlets phonics is embedded

<i>Reephams Book Set</i>	<i>Book includes phonics taught in:</i>
<i>R1 - Phase 2</i>	<i>Reception Autumn 1</i>
<i>R2 - Phase 2</i>	<i>Reception Autumn 2</i>
<i>R3 - Phase 2</i>	<i>Reception Spring 1</i>
<i>R4 - Phase 3</i>	<i>Reception Spring 2</i>
<i>R5 - Phase 4</i>	<i>Reception Summer 1</i>
<i>R6 - Phase 4</i>	<i>Reception Summer 2</i>
<i>Y1 - Phase 4/5</i>	<i>Year 1 Autumn 1</i>
<i>Y2 - Phase 4/5</i>	<i>Year 1 Autumn 2</i>
<i>Y3 - Phase 5</i>	<i>Year 1 Spring 1</i>
<i>Y4 - Phase 5</i>	<i>Year 1 Spring 2</i>
<i>Y5 - Phase 5</i>	<i>Year 1 Summer 1 Year 2 Autumn</i>
<i>Y6 - Phase 5</i>	<i>Year 1 Summer 2 Year 2 Autumn</i>
<i>Y7</i>	<i>Phase 6 emerging Year 2 Autumn</i>
<i>Y8</i>	<i>Early fluent reader phase 6. Year 2 Autumn 2</i>
<i>Big Cat Phonics Age 7+</i>	<i>Only used for Year 2+ Reading Practice Sessions and associated home reading practice- matched to phonics levels.</i>
<i>Turquoise</i>	<i>Phase 6 decodable early fluent, increasing reading stamina</i>
<i>Purple</i>	<i>Phase 6 decodable early fluent, increasing reading stamina</i>
<i>Gold</i>	<i>Phase 6 decodable early fluent, increasing reading stamina</i>
<i>White</i>	<i>Phase 6 decodable early fluent, increasing reading stamina</i>
<i>Lime</i>	<i>Fluent Reader, reading stamina: Pre-free reader</i>
<i>Brown</i>	<i>Fluent Reader, increased reading stamina: Move on to free reader</i>
<i>Dark Blue</i>	<i>Support for free reading</i>
<i>Grey</i>	<i>Support for free reading</i>