

**Challenge, Equality & Opportunity**

**Phonics and Reading Policy**

**Rationale**

At Havannah First School, we prioritise teaching the skills of reading and fostering a love of reading in our children because we know that being a reader:

* deepens children’s understanding and use of spoken and written language
* increases children’s vocabulary
* allows children to create abstract concepts from concrete concepts which in turn builds creativity and creates thinking skills
* motivates children, develops self-confidence and self-esteem
* opens the doors to possibilities and fires the imagination
* allows children to learn independently across the curriculum
* supports brain development, analytical thinking and problem solving
* gives enjoyment
* creates opportunities for children to see their own lives and others’ lives represented in print and pictures
* underpins success in academic learning and personal development
* is a lifelong skill and right for all children and adults

**Intent**

**Phonics**

At Havannah First 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*](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview_Reception-and-Year-1.pdf)*,* 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, children are able to tackle unfamiliar words as they read. At Havannah First 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**

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.

We have embedded the use and practice of reading across the curriculum and we ensure that children are able to read a wide range of quality texts, both non-fiction and fiction. We also make sure that children are listening to and reading poetry daily.

Our Reading Leader, Fiona Jones, drives the early reading programme in our school and is supported by a HLTA, Lynn Mingoia. Our reading leader is highly skilled at teaching phonics and reading, and monitors and supports our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme. This consistency supports rapid progress in the ability to decode. Fiona Jones is also our English Subject Leader and ensures that this policy is implemented across school.

**Implementation**

**Daily phonics lessons in Reception and Year 1**

* We teach phonics for 30 minutes a 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](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview_Reception-and-Year-1.pdf):
	+ 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.

**Daily Keep-up lessons ensure every child learns to read**

* Any child who needs additional practice has daily keep-up support, delivered by a trained member of staff. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and vocabulary, but in smaller steps with more repetition, so that every child secures their learning.
* 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 are always with a trained member of staff. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
* If any child in Year 4 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 with a trained member of staff.

**Teaching reading**

**Reception:**

* We teach children to read through reading practice sessions twice a week.

These:

* + are taught by a trained member of staff 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’](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-FINAL-1.pdf)
	+ 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.

**Home reading**

* The decodable reading practice book is taken home to ensure success is shared with the family.
	+ Reading for pleasure books also go home for parents to share and read to children.
	+ We use the [*Little Wandle Letters and Sounds Revised* parents’ resources](https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/) 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.

**Year 1 to Year 4:**

**Shared Reading**

* Each Key Stage follows schemes of work for reading, as with writing, which have been developed by Maureen Hughes and are used in schools in the Gosforth Schools’ Trust. These highlight the necessary reading opportunities children need to have in order to reach the required expectations for their year group. Quality texts have been chosen to fit in with particular genres and these have been mapped out across the school to ensure progression.
* Shared reading is used to teach whole class reading strategies and to enable opportunities to explore characters, settings, themes and vocabulary.

 **Reading lessons/Book Talk**

* In Key Stage 1 and 2, children have weekly reading lessons which start with ‘Book Talk’ where either whole books or extracts from books are read with the children. Teachers will explicitly teach different comprehension skills and will pick out particular vocabulary or grammar points which they will explore and discuss.
* Children will then read independently to find the answers to questions set by the teacher and the teacher will work with groups of children or individuals to support them with their comprehension and if necessary, their fluency skills.

**Individual Reading**

* In Year 1, children are heard to read individually by a TA or a parent/carer helper with priority given to those children who are struggling to blend and obtain fluency. These children will receive practice reading sessions with a teacher or TA, following the model from Reception. Our ‘Reading Ambassadors’ also hear less able readers read once a week to give them extra opportunities to practise their reading.
* Children who are working below expectation in reading for attainment or progress in Year 2, 3 and 4 are our ‘Priority Readers’. Teachers, TAs or parent/carer helpers will hear these children read 1 to 1 as often as possible.
* From Year 2, children can change their books when they have finished them~~.~~ Staff spend time with children finding books they enjoy and ensure that they are reading the right books to match their reading ability.
* In Year 1, books are matched to the phonic phase that children are working on. Books are changed by the class teacher or TA and coverage is monitored.
* In Years 2 to 4, children will read their individual reading book which is matched to their reading ability and this may be a book which supports their phonic ability if they didn’t pass the phonics screening check or still need support with early reading skills. Teachers may ask adults hearing readers to concentrate on skills such as reading with expression, taking notice of punctuation and also may work on inference, deduction and prediction skills if these things are hindering progress for children.
* Children take at least one book home with them every night and are strongly encouraged to read with an adult every night.
* We have a reading workshop in the first half term of Reception. This is followed up in the summer term as part of the transition into KS1 process and subsequently at coffee mornings in September from Y1-Y4.
* We ask parents and carers to make a comment in their reading record when children have read at home. When a child is heard to read in school, the adult will write a positive comment in the reading record. This might include a target that the child is working on but it is always worded in an encouraging way. Class records are used to note down any specific difficulties that a child might be having so that they can be supported to improve these.
* If parents/carers are not making comments in the reading record or are not reading at home, teachers will ask them to prioritise this and keep it brief and manageable. If this advice is not taken on board after support is offered, we do not treat these children any differently to others, ie it does not restrict the speed at which books are changed or the support on offer at school.

**Additional reading support for vulnerable children**

* Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult.
* Our Year 4 ‘Reading Ambassadors’ hear priority Reception, Year 1 and Year 2 readers once a week in addition to reading with adults.
* Priority readers are identified early and extra individual reading practice is given to these children.
* Priority readers are invited to join our ‘Book Worms’ club. They attend story sessions in the library where they are read to by an adult or reading ambassador and are supported by a reading ambassador to find a book of their own choice to read and share together, further developing an interest and love of reading.

**Ensuring consistency and pace of progress**

**Phonics**

* 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 teaching; they use the summative data to identify children who need additional support and gaps in learning.

**Comprehension**

* Shared planning, lesson monitoring, talking to children and book monitoring ensure that there is consistency, challenge, parity and continuity across the school.

**Ensuring reading for pleasure**

We want to instil a love of reading in every child. We aim to provide high levels of motivation and active participation for our children at all ages. We want children to be able to read and to WANT to read.

 *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)

* Every classroom has an inviting and attractive book corner/area. We curate these books and talk about them to entice children to read a wide range of books.
* In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
* Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
* As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
* Reading for pleasure events (book fairs, author visits and workshops, national events etc) are held as often as possible.
* Twice every half term, children read with their ‘Reading Families’. This is when children across the school pair up with another class and read and share books together.
* We provide opportunities for parents/carers to come into school and share books with their children.
* Every child uses our school library to borrow a book of their choice and read it at home or at school. Children bring back their books to change either weekly or fortnightly. Parent/carer helpers spend time with the children discussing books they will enjoy and which are age appropriate.
* We have a ‘Havannah Book Swap’ where children can bring in unwanted books and swap them for another book to take home for free.
* We have developed a ‘Recommended Reads’ link on our school Twitter page so that children, parents and staff can post recommendations of books they have read.
* The Year 4 Reading Ambassadors pick books from the library to display together with a theme that fits in with the season or topics covered in school.
* We hold a book fair twice a year. These are well attended. Data has shown us that the group least likely to visit the fair and purchase books is the disadvantaged children. We take all children to the fair during the school day and explore the range of books available. Our TAs note the books which children have liked and we use PP funding to purchase books for these children. This is done with discretion.
* We also utilise national initiatives to promote all aspects of children’s reading, such as ‘World Book Day’, ‘Roald Dahl Day’,’ National Story telling Week’ and ‘National Poetry Day’.
* Every class displays a ‘We are reading…’sign in their book corner to share with others the books they are reading together.
* Children in KS1 and KS2 read for pleasure every day for 10 minutes. Children will choose a book and teachers guide children to read a variety of books including fiction, non-fiction and poetry. Adults in school will also read during this time in order to model good reading habits and model positive reading behaviours. Teachers will discuss the books that children are reading and will ask children to recommend books to others and post on our #HFSReads.
* In every class, children will be read to daily. In KS1 and KS2, this is at 3pm. Teachers read books from our Havannah Reading Spine and other high quality children’s fiction. These books have been specially chosen in order to ensure that our children are exposed to texts which challenge, stimulate and inspire. In Reception, children also listen to books from the reading spine and in addition to this, they are given two books in the morning to choose from and they are able to ‘vote’ for the book they would like to hear at the end of the day.
* The children hear poetry each week in school. Teachers share poems from our poetry spine as well as other poems. When sharing poetry, either an adult in school or a child will read one and children will be encouraged to learn their favourite ones and recite them aloud.
* Teachers choose high quality non-fiction and fiction books to support learning right across the curriculum. Curriculum subject leaders ensure that great books are incorporated into their subjects and that children have access to these.

**Impact**

**Assessment**

**Phonics**

We monitor progress and identify any child needing additional support through:

* [**Assessment for learning**](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/LS-KEY-GUIDANCE-GETTING-STARTED-ASSESSMENT-FINAL.pdf)
	+ 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**](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/assessment-tools/)
	+ 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 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.

**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 4 are assessed through their teacher’s ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

**Reading**

The children are assessed and records are kept in line with the school’s assessment

policy.

Progress is measured using the National Curriculum key objectives each term and

Key Stage 1 SATs for Year 2 pupils in the summer term. Children who are not making expected progress are highlighted and intervention strategies are planned, delivered and evaluated accordingly. The LA moderates the end of Year 2 reading attainment roughly every 4 years. In September, from Year 3 upwards, all children are assessed using the ‘New Salford Sentence Reading Test’. This data is collected by our SEND Leader and is used to track progress, especially where extra intervention is necessary. The data from these assessments is used to:

- develop a tailored support strategy for each child

- action any special needs provision

- group the children

- identify the most able children to ensure provision on extension/enrichment work

Teachers identify priority readers from assessment data. They plan lessons based on the needs of the children and show on their planning which children are below expectation in terms of progress and attainment.

**Roles and Responsibilities**

**The Role of the Reading Leader/English Lead**

The Reading Leader/English Lead:

* Champions reading across school and ensures that reading is at the heart of the schools’ curriculum and vision
* Ensures that the staff have sufficient training to implement the practice described in the policy
* Monitors and evaluates the impact of practice
* Supports TAs and manages the TA resource so that intervention and keep-up sessions are prioritised
* Manages the book stock across school with support from the Reading Champion HLTA
* Models best practice for other teachers
* Communicates regularly with parents/carers
* Communicates regularly with the link governor and GB
* Attends training and information updates as part of the GST English Leads’ Network and the LA

**The Role of Teachers and TAs**

* Teachers and TAs have high expectations for ALL children and set them up for success in all reading activities
* Teachers maximise reading time in activities and prioritise time to read
* Teachers and TAs have fidelity to Little Wandle in teaching phonics
* Teachers and TAs seek support from the Reading Leader when necessary
* Teachers and TAs are positive in lessons and in their approach to reading
* Teachers work with parents/carers to communicate expectations and offer support through guidance
* Teachers ensure that support is in place for all pupils not making expected progress
* Teachers support TAs to deliver keep-up sessions and intervention
* Teachers and TAs are responsible for developing our whole school approach to reading
* Teachers and TAs model good reading behaviour and encourage the children to care for the reading materials in our school
* Teachers promote and celebrate only high quality reading materials and books
* Teachers ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught
* Teachers ensure that their classrooms are print rich and that the books

available reflect different cultures, genders, families and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language

* Teachers ensure provision of appropriate literature is made for any child with SEN
* Teachers ensure the children have access to the school library and

model how to use it appropriately

* Teachers keep up to date with record keeping and assessment and understand what children need to do next in order to make progress with their reading and feed these next steps back to the children and other staff working with the children
* Teachers and TAs model how good reading behaviour looks and sounds
* Teachers and TAs encourage all children to learn the value of a life-long love of reading
* Teachers use social media (class Twitter accounts) to celebrate reading and promote the school’s reading culture

**The Role of all Curriculum Leaders**

* Curriculum leaders will promote reading in their subject areas
* Curriculum leaders will select and promote quality fiction and non-fiction books which support topics

**The Role of the Headteacher**

The Headteacher is responsible for the implementation of this policy and the impact of the school’s practice. She works closely with the English Lead, also the Reading Leader, and the SLT to ensure that Reading is at the heart of the school’s curriculum.

**Role of Governors**

Governors will support and challenge through:

* visits to school by the link governor when they will talk to children and observe classroom practice
* looking at whole school data for reading, analysing, challenging and discussing ways forward
* meeting regularly with the Reading Leader/English Lead to discuss the School Improvement Plan for reading, monitoring its progress and impact

Policy written by Sue Ward November 2021

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