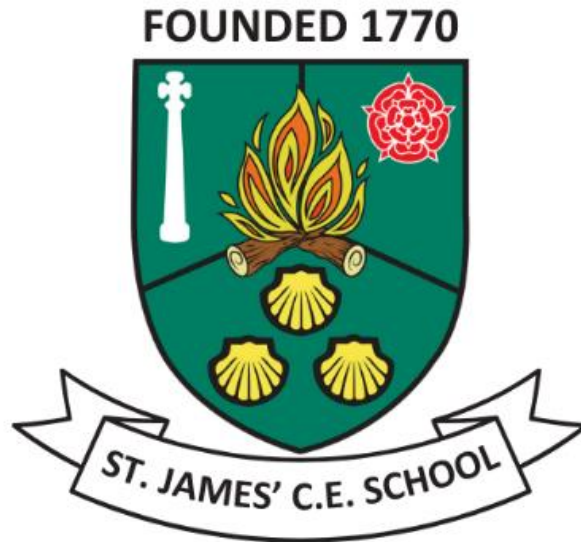


# Leyland St. James' CE Primary School



## Reading and Phonics Policy

Reviewed January 2025

Headteacher - Mr J Atherton

Reading and Phonics Lead - Mrs S Blundell

## **VISION STATEMENT**

Leyland-St-James CE Primary School has a clear, consistent, whole school approach to reading throughout the children's learning. Competence in reading is the key to independent learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation. Teachers will endeavour to develop pupils' reading in all subjects to support their acquisition of knowledge. Pupils will be taught to read fluently, understand extended prose and be encouraged to read for pleasure (through their own choosing). As a school, we will do what we can to promote wider reading, including providing a well-stocked library and, as a staff, set ambitious expectations for reading at home. Pupils will be encouraged to build up the stamina to read at length.

## **INTENT**

At Leyland St James' CE Primary School, we will learn to read fluently and demonstrate a good understanding and comprehension. Throughout each school year, children engage with a range of genres, developing an understanding of fiction, non-fiction and poetry. Reading programmes at Leyland St James' are developed to ensure children have opportunities to develop a love of reading. Our curriculum has also been designed to ensure that our children not only read for pleasure, having had access to a wide range of text types, genres and authors, but to use books to research and gather new knowledge to extend their understanding and vocabulary.

Please see our Progression of Skills Document in order to see the expectations by the end of each term and year group.

## **IMPLEMENTATION**

We aim to provide high levels of motivation and active participation for our children at all ages. From the very start of Reception, the children are taught phonics using the systematic synthetic scheme of Little Wandle Letters and Sounds which allows the children to make rapid progress in their ability to decode words and practice their skills with fully decodable reading books (Harper Collins).

Building up fluency and automaticity is a focus from Early Years to Year 6. Throughout KS1/KS2, we teach to the reading content domains. We present these skills under the acronym VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence, Summarise). These skills are taught explicitly and teachers share with the pupils which skill they are developing.

We have a progressive whole class reading scheme in KS2, which enables all children to develop their abilities, as well as challenging them to understand and use new vocabulary. The whole class reading approach is taken from a range of resources including Literacy Shed Plus. These materials provide a consolidation and progression of skills, as well as access to a wide variety of texts, which will spark their imagination and curiosity. Teachers also compliment this scheme with extracts from key texts when teaching reading.

### Language and nursery rhymes in Reception

- Research tells us that nursery rhymes can support children to develop their language, their awareness of sounds within words and even their later reading ([Bryant et al. 1989](#)).
- We use the Little Wandle Rhyme time videos and accompanying phonological awareness planning to complement and reinforce our Phase 2 teaching.

### 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 full-length lessons 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 in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult.
- Daily Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.

### Daily phonics and spelling in Year 2

- Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure.
- Once all Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.
- We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review.
- Once the Phase 5 review is secure, we teach the Bridge to spelling before moving to the Spelling units.
- Children with larger gaps in their phonic knowledge than their peers have daily phonics teaching and follow the Rapid Catch-up programme.

### Children in Year 2 to Year 6: Rapid Catch-up

- We timetable daily phonics lessons for any child in Year 2 and above who is not at age-related expectations for 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 to 20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.
- We assess children who are new to our school, new to the country or new to English using the Rapid Catch-up assessments to quickly identify their needs.
- We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace.
- We assess children every four weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

### Teaching reading: Reading practice sessions three times a week

- We teach reading practice sessions three times a week. These sessions:
  - are taught by a fully trained adult to small groups of 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 to 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:
  - Day 1 - decoding: teaching children to use phonic knowledge to read words
  - Day 2 - prosody: teaching children to read with understanding and expression
  - Day 3 - comprehension: using dialogic talk to help children to understand the text.
- In Reception, these sessions start in week 4 of teaching at the latest. Initially, children will read wordless books. In these sessions, children review GPCs and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge.
- Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.
- In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5). To exit the programme, we complete the final fluency assessment to ensure children can read with adequate speed and accuracy: approximately 60 words per minute with 90%+ accuracy.
- Reading in Rapid Catch-up lessons mirrors the core programme. Children following the Rapid Catch-up programme are taught to read using the 7+ fully decodable books. These follow the same progression as the core programme but are more appropriate for older readers.

### Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for Pleasure (RfP) books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.

- 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.

## RESOURCES

In Key Stage 2, we have sets of fully decodable books by Harper Collins, which have appropriate content for children at 7 years plus who still need further support with their phonic skills.

The library is resourced with books including a range of fiction, non-fiction, plays and poetry. This is regularly audited and we add to book resources with library loans as well as books from the book fairs. The library bus visits once a year to supplement the library with current, exciting titles. We also have a lot of books donated to the school library from parents, carers and community members throughout the school. We have also purchased sets of class novels from Y2 up to Y6 which are used to read as a whole class together. Library loan boxes are used termly to support reading across the curriculum.

## ENRICHMENT

We want to promote a real passion for Reading across the whole school.

- All teachers have created engaging reading areas in their classrooms. The aim of the class Reading Area is to engage the children's interest in reading and prompt them to explore different types of texts. It should also encourage them to share their thoughts and feelings (good and bad) towards texts, and give them easy, fun and/or quick opportunities to make their own recommendations to the rest of the class. Each Reading Area should give ownership to the children for keeping it updated with their recommendations and responses to texts. It should also be accessible for all children to share their favourite books, especially those who might struggle with writing. The Reading Subject Leader monitors that Reading Areas are being updated regularly and promote a love of reading.
- Each year we hold special World Book Day events and organise regular Book Weeks to celebrate the joy of reading, introduce the children to different texts/authors, as well as giving them greater opportunities to express their reading preferences with others.
- School has become a premium plus member of the School Library service which provides each class with cross-curricula materials each term depending on their topic. Visits from the Library Bus are enjoyed annually to enrich the library resources with new and exciting titles. Workshops from the Library Service are encountered by each year group championing a wide variety of book genres.
- School has forged great links with the local book store which, not only provide quality novels at a discounted price, but provide us with access to literary events like presentations from famous authors.
- Book clubs are also provided as an after school club in both the infants and the juniors to inspire young readers.

## **ACCELERATED READER**

Accelerated reader is a computer program that will help staff to manage and monitor the children's independent reading. Children choose a book from the library at their ZPD level, which will have been generated after taking an initial Star Assessment, and read it at their own pace. Throughout the week children will be given dedicated 20 minute reading sessions. Children are also encouraged to read further at home. When they have finished their book, they take a short quiz on the computer at school. School also monitor children's understanding of the books read on a regular basis. Summative and formative assessments are carried out, enabling teachers to track each child's progress as well as identify any flatlines or gaps.

Certificates will be given out at Merit Assemblies at the end of each half term to celebrate good effort.

## **THE ROLE OF THE CLASS TEACHER**

- All teaching staff are responsible for developing our whole school approach to reading
- All teaching staff model good reading behaviours and encourage the children to care for the reading matter in our school
- All teaching staff ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught
- All teaching staff ensure that their classrooms are stocked with the appropriate reading materials for which they have planned
- All teaching staff ensure that their classrooms are print rich and that the books available reflect different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language
- All teaching staff ensure provision of appropriate literature is made for any child with Special Educational Needs
- All teaching staff keep up to date with record keeping and assessment
- All teaching staff model how good reading behaviour looks and sounds
- All teaching staff encourage all children to learn the value of a life-long love of reading

## **INCLUSION**

The school uses a variety of teaching and learning styles in reading lessons. We believe in whole-class, inclusive teaching methods. Where a child has specific learning needs, the teacher will adapt the lesson to ensure they can access the learning through scaffolds or adult support. When a child is not making sufficient progress in Reading, or is working below the expectations for their age/ phase, the teacher will then liaise with the school's SENDco to consider whether any additional resources would support the child in progressing or whether the child may require targeted Reading intervention from one of the programmes available delivered by both teacher and TA.

Workshops are added throughout the year to inform parents/carers of strategies being used at school and give them opportunities to support learning at home.

## **DAILY READERS**

- Specific children to be identified who would benefit from additional daily reading time with an adult. Children to be selected based on data and staff's knowledge of whether regular reading is taking place at home.
- TAs to update Reading Logs each day and monitor that the children are choosing

appropriate texts within their ZPD (Years 2-6), as well as their quiz scores. TAs to provide support if children are scoring less than 80% in their quizzes.

- Make a note of key words that children are struggling to decode. Practise these words each morning, record them in their Reading Logs and indicate when children have become secure with them.
- TAs to also monitor their Daily Reader's progress in Star Reading tests. Do they need adult support to focus when taking these tests? If they have regressed, what additional support do they need?
- Reading Subject Lead will monitor the progress of all Daily Readers by analysing the results of their STAR Reader Tests each half term in a whole school document. Subject lead to provide training and support to TAs, where needed.

## WORKING IN PARTNERSHIP WITH PARENTS

The teaching of reading is greatly helped if there is strong communication and support between home and school. In Reception and Year 1 Phonics meetings are held at the beginning of the year to explain the Little Wandle Letters and Sounds programme. Throughout the year, Reception hold phonic 'stay and play' sessions in order for the parents to see phonics in action. Parents are kept up to date on a termly basis being told which GPC's and tricky words their child needs to overlearn.

Annual reading support information meetings are held for parents at the beginning of each academic year on the reading strategies used within their child's class and how best they may help their children. Advice and support is available during parent conferencing. Bookmarks with suggested questions and prompts are sent home with each child in order to support parents with their home reading and children are encouraged to record their progress in their reading records.

## IMPACT

### ASSESSMENT AND RECORDING

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for Learning (AfL)** is used:
  - daily within class to identify children who require Daily Keep-up support, as well as words and GPCs that need additional teaching
  - to plan repeated practice throughout the day to ensure all children secure learning
  - weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessments** are uploaded onto the Assessment tracker for Reception and Year 1. These are used:
  - to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups
  - by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level
  - by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.

We assess:

- every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught
- to establish if learning is secure for more than 70% of children before new content is taught
- to identify any children needing additional support and to plan the Daily Keep-up support that they need.

Every three weeks, we reassess every child who is not on track.

- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1 and Year 2, when children are reading the Phase 5 Set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 Set 3, 4 and 5 books
- to assess when children are ready to exit their programme\*
- 

\*Year 2 children can exit the Rapid-Catch-up programme when they can read the final fluency assessment at 60-70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

- A **placement assessment** is used:
  - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and to plan and provide appropriate extra teaching.

### Statutory assessment

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

At Leyland St James, assessment is an integral part of the teaching process.

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback Policy. Children are monitored on a regular basis to check progress.

From Y2-Y6, results of children's Accelerated Reader quizzes are monitored. Children take STAR Reader tests at regular intervals during the year to determine their reading age. This assessment provides teachers with data to help them identify children who are working at age-related expectations and those who are not, and are therefore in need of reading intervention support.

STA standardised reading assessments are also used, from Year 1-6, to identify strengths and gaps in learning. All of this information is triangulated to formulate a termly teaching assessment, which is reported to parents.

Pupil progress meetings, between each class teacher and members of SLT, take place throughout the year, in which children's progress, achievements and areas for development are identified and interventions put into place to close any gaps.

## **MONITORING**

The reading leader is responsible for reviewing and improving the standards of teaching and learning of reading throughout the school by: analysing data, conducting lesson observations and learning walks, moderating children's work; facilitating pupil interviews; and auditing professional development and resource needs. Monitoring is shared with both staff and governors frequently. The reading lead uses the checklists and templates to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and have gaps in learning.

## **SEND**

We expect all our children to access the curriculum and for most children, including SEND children, this will be done through Quality Teaching, including scaffolding up and other non-negotiables that the class teacher agrees on.

Some of our children, however, are on a very personalised curriculum and will have access to the curriculum area through:

- Little Wandle keep-up sessions
- Little Wandle Rapid Catch-Up sessions
- Individual interventions (see interventions section)
- SEND Little Wandle Programme
- Speech and language Therapy
- Displayed graphemes and key words
- Phoneme mats
- Visual timetables
- Now and Next boards

In order to support children's access to Reading, we provide ipads and laptops, we act as scribes for the children's thoughts and ideas, we provide coloured overlays as well as stimulation/relaxation breaks throughout the lesson.