



## RIVERVIEW COFE PRIMARY & NURSERY SCHOOL

### Reading and Phonics Policy

#### The context of our school

Riverview CofE Primary and Nursery School VA is a one-form entry school. The school community is diverse with over 22 other languages, 30% of children in receipt of Pupil Premium funding and 20% on the SEND register. A proportion of parents are dyslexic or struggle with reading. There is high mobility within the pupil and staff communities. Children's starting points in EYFS have been historically lower than national averages. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

#### INTENT

##### EARLY READING

##### Phonics (reading and spelling)

At Riverview CofE Primary and Nursery 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 Nursery/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 Riverview CofE Primary and Nursery 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.

##### READING INTENT STATEMENT

At Riverview CofE Primary and Nursery 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 two Reading Leaders (Mrs Vanessa Botley/ Miss Megan Hall) who drive the early reading programme in our school. They are 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– EYFS and Early Reading

### Foundations for phonics in Nursery

- 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.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

### 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](#):
  - 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, 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 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 *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 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.



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

- We teach children to read through reading practice sessions three times 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.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### IMPLEMENTATION – Reading comprehension and reading for pleasure

#### Daily reading sessions in class – shared reading

- We provide daily 20 minute reading practice using a whole class text.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory, focusing on comprehension and maintaining prosody.
- Reading journals are used to practice, develop and refine comprehension

#### ERIC (Everyone Reading in Class)

- Everyday, each class has timetabled reading in class as part of our reading for pleasure pedagogy
- This book is the children's choice and is supervised by the classteacher
- Accelerated Reader/ Library Bus/ own choice books can be used within this session

#### Reading across the curriculum

- Reading within all curriculum subjects is planned and delivered with a clear focus on the curriculum knowledge expectation as well as embedding reading skills

#### Storytime (different book to shared reading text unless this has been discussed and planned with the Reading Leaders)

- Everyday, children are read to by the classteacher



- Books are selected based upon the children's interests/ age appropriate books from a school reading list/ topic related texts
- This is not the same as the shared reading text

### Reading within the wider school

- Reading books are available at lunchtimes as a 'lunchtime zone'. This is another aspect of our reading for pleasure pedagogy
- Collective acts of worship provide further opportunities to read and expose children to a variety of reading media ( songs/ poems/ bible passages/ adverts)

### Vulnerable children

- SLT and classteachers identify children that need additional provision to further develop reading for pleasure.
- Staff and parent volunteers are deployed with a specific focus on *hearing children read OR reading to children*. Teachers can also deploy staff and parent volunteers to pre-read the class shared reading, text to ensure that a child can keep up with the teaching in class
- Parent volunteers receive training before they read with children. A prompt card is provided with questions to further develop reading. Training is updated in line with the teaching staff

### Reading Raffle Tickets

- Our reading raffle provides further high quality, age appropriate books in key stage 1 and 2
- Children receive a raffle ticket when they read at home/ show engagement and enjoyment in reading/ improve reading skills from any given starting point. Children choose a box that they would like to read and place their ticket within the raffle draw
- The raffle drawer happens every half term

### Home reading – EYFS/ Year 1/ Year 2 and above where children require this

- A decodable reading practice book, identically matched to the one read in school is allocated to the children to read at home via our E Library. It 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. This is the main focus for reading at home
  - 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.



### Home Reading – Year 2/ KS2 fluent readers

- Accelerated Reader is used to match a reading for pleasure book. Opportunities to change this book are provided every day.
- Children can also complete Accelerated Reading quizzes at home

### 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 daily.
- Children in Year 2 and above are targeted by classteachers/ SLT/ HLTA to ensure that books are read and changed regularly.
- Children who are in the lowest 20% nationally read 3 times a week with a Little Wandle trained member of staff, following the principles of Little Wandle.
  - Daily phonics sessions as assessed every 6 weeks
  - Decoding teaching – using Little Wandle/ Big Cat reading scheme. Matched decodable books from our E Library are assigned for home reading
  - Prosody/ Comprehension teaching – Accelerated Reader books to be used to teach. Where appropriate, the class shared book can also be used ( upper key stage 2)

### Ensuring consistency and pace of progress

- We have a program of CPD to ensure that 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 Leaders ( Mrs Vanessa Botley and Miss Megan Hall) 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.

- 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 Riverview CofE Primary and Nursery School, and our local community as well as books that open windows into other worlds and cultures.



- Every child uses our Library Bus at least once a week to select a reading for pleasure book
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- All children have a home reading record which has been designed to support parents with reading at home. 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.
- If children are not reading at home, staff or parent volunteers within the school are deployed to hear them read OR read to a child. This is based upon the classteachers ongoing assessments. Parent volunteers have received training to also supplement this aspect of the reading for pleasure pedagogy at Riverview.
- 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.
- Each class visits the local library every half term. TBC
- 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).

## IMPACT

### Assessment – Phonics and Early Reading

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** 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 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.



## Assessment – Reading

- **Pupil Voice** is used:
  - regularly to monitor engagement in books and adjust accordingly
  - monitor pleasure in reading, discuss and evaluate confidence and provide feedback to further develop
  - evaluate changes in reading habits
- **Assessment for learning** is used:
  - daily within class to identify children need adaptations in provision/ additional provision ( being read to/ hearing read/ comprehension teaching)
- **Summative assessment** is used:
  - every six weeks Accelerated Reader assessments are used to supplement teacher assessments - provide reading age/ vocabulary assessments.
  - every term by administering NFER/ previous of SATS tests. Evidence from these tests provide additional information to supplement teacher assessment. A scaled score provides an indicator reading compared to national expectations in statutory assessments
  - by SLT/ English leader/ classteachers and scrutinised to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- **Parent Voice** is used:
  - To gain a deeper understanding of children's reading for pleasure habits at home
  - provide feedback on pupil voice about reading

## Statutory Assessments

### Phonics

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

### Reading

- Children in Year 2 and Year 6 sit SATs in May

### Ongoing assessment for phonics 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.