



Reading and Phonics at Thornton Primary School

Intent

Phonics (reading and spelling)

At Thornton 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. 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 Thornton 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 English 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 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, 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 keep up phonics lessons for any child in Year 3 and above who is not fully fluent at reading or did not pass 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 Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace. These short, sharp lessons last 15-20 minutes and have been designed to ensure children quickly catch up to age-related expectations in reading.

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.
- 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 additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable 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 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.

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.

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 English 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.

- 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 Thornton Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has a 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 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.
- 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.
- We use the Everybody read! resources to grow our teachers' knowledge of current books, the most recent research and to grow our own Reading for Pleasure practice.

Reading Comprehension Lessons:

At Thornton, the purpose of a reading comprehension lesson is to teach children the skills needed to gather meaning and connect the ideas that are given to them on a page. Children are shown that the concept of 'comprehension' is used within life throughout the day; for example, comprehending how someone is feeling, understanding what someone is inferring when they talk. The main concepts children focus on are: *Retrieval, Vocabulary (Word Meaning), Inference, Sequencing, Summarising, Prediction and Authorial Intent*. The questions help the children make progress towards the reading domains in both key stage one and two which are outlined below:

Key stage one:

- *Draw on knowledge of vocabulary to understand texts*
- *Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information*
- *Identify and explain the sequence of events in texts*
- *Make inferences from the text*
- *Predict what might happen on the basis of what has been read so far.*

Key stage two:

- *Give/explain the meaning of words in context*
- *Retrieve and record information/ identify key details from fiction and non-fiction*
- *Summarise main ideas from more than one paragraph*
- *Make inferences from the text/ explain and justify inferences with evidence from the text*
- *Predict what might happen from details stated and implied*
- *Identify/ explain how information / narrative content is related and contributes to meaning as a whole*
- *Identify/ explain how meaning is enhanced through choice of words and phrases*
- *Make comparisons within the text*

The children engage with two types of explicit reading lessons throughout the week:

- Short comprehension sessions- aim of reading a short text and answering four questions across the reading domains.
- A comprehension text based around a longer text developing the children's reading stamina and comprehension skills. These activities can often be differentiated to suit the children's reading ability. These sessions cover a range of the reading domains, and allow exposure to more formal question types.

Intervention for lower ability pupils – continuation of phonics where necessary, Project X groups for when whole class provision is not appropriate.

Whole school Reading Scheme

We have a whole school reading scheme that ensures progression in both word reading skills and comprehension. The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a level before moving to the next level. All pupils have a home-school diary which they are encouraged to take home daily and parents/carers record any reading in. The children are rewarded with dojos for reading at home.

Below is a copy of the book band levels with the year groups outlined.

FS			Year 1			Year 2				Year 3		Year 4		
1	2	3	4	5	6	7	8	9	10	11	12	13	13	14

We promote reading for pleasure as part of our reading curriculum through our Reading Olympics initiative. Children are encouraged to develop their own love of genres and authors whilst completing their Reading Olympics card, and receiving certificates at different reading milestones which are given out as part of our celebration assemblies. This has a positive influence on the school community and encourages others. As the children progress onto Reading Olympics 2, the children have to complete a book review, and a presentation to their class, and their key stage as part of their achievements. This enhances a deep love of literature across a range of genres, cultures and styles, and also gives the children the opportunity to share their favourite books and authors whilst developing their speaking and listening skills to an audience.

To support the children's reading comprehension skills at home, each child is supplied with a reading bookmark which gives ideas of questions that can be asked during and after the book. The bookmark is differentiated to support the reading domains in both Key Stage One and Two. The Collins Big Cat for Little Wandle books also include a page at the beginning and the end of the book to support early comprehension.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they progress into key stage two. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

Other ways we measure progress include:

- Assessment of reading/comprehension tasks and regular knowledge check activities – ongoing teacher assessment
- In school attainment tracking
- Engagement in enrichment activities
- Pupil voice- questionnaires, pupil books and learning reviews
- Subject leader monitoring- lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires.
- Governor monitoring