

Hurst Green Primary School



Phonics and Early Reading Policy

Intention

Hurst Green Primary School is determined that every child will learn to read, regardless of background, needs or abilities. We want our children to be fluent, confident readers. They will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension to stimulate a genuine love of reading and a keen interest in a range of texts. We work to inspire them to become life-long readers who enjoy books and have a desire to read for pleasure.

In order for the children to have the will to read, and be able to read to learn, they need to have secure skills in reading so that they can read with fluency and comprehension. Reading is at the heart of our whole curriculum underpinning every subject area. We want every child to read widely, and to gain a rich knowledge across the curriculum. By offering a wide range of texts we aim to broaden their minds and experiences to allow them to empathise with the world in which they live and support the development of their cultural capital. Reading is such an important life skill that it is imperative we enable them to become independent readers who can easily process information, fully engage in all learning and be well prepared for their next stage of their education.

By the end of Key Stage 1, children will be fluent at decoding, and by the age of 11, we aim for children to be able to:

- read with confidence, fluency and good understanding, drawing upon a range of independent strategies to self-monitor and correct;
- have an interest in a wide range of reading materials and read spontaneously for enjoyment and pleasure;
- read confidently to acquire information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading;
- meet age related expectations for reading, with the aspiration to exceed them.

Phonics (reading and spelling)

At Hurst Green 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. At Hurst Green Primary 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.

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.

The phonic programme exceeds the expectations of the National Curriculum and Early Learning Goals with clearly defined expectations set out term by term. The phonic progression identifies the grapheme phoneme correspondences (GPCs) and tricky words taught every week. A new sound is taught on four days of the week, with a review of the sounds taught for the week on the fifth day.

Lessons follow the format of:

- Recall and review - short, pacy review of prior learning;
- Teach - introduction of new learning with strong teacher modelling;
- Practise and apply - children practice and apply the learning;
- Review of key learning - reinforcement of the key learning and addressing any misconceptions identified during the lesson;
- Apply to reading - children then apply their phonic skills to reading fully decodable books matched to their reading ability.

Daily keep up lessons

- The teacher will check that all of the children are keeping up in the lesson and will have the lowest 20% of children in their eye line.
- If children do not grasp the grapheme/phoneme correspondences and tricky words in the lesson, 1-1 intervention will take place on the same day, to ensure any misconceptions and weaknesses in learning are addressed. These sessions are taught by a fully trained adult. Keep up sessions match the structure of the class teaching and use the same procedures, resources and mantras, but in smaller steps with more repetition. This is so that every child is secure with their learning and enables them to keep up with the expected progress.

Application of Phonics to Reading

All our reading books are aligned to Little Wandle Letters and Sounds and are fully decodable, following the progression in our phonic programme. When selecting a book for a child to read, we ensure that it is carefully matched to the letter-sound correspondences they have learnt, so they can confidently, and effectively, apply their phonic knowledge. Children continue to be taught phonics until they become fluent readers.

Phonics is the way we teach decoding skills, in order to give children the most efficient method to read words and one which will set them up for life. In the phonics sessions and throughout the day, children have opportunities to practise applying their phonic skills and to read words with the new grapheme, phoneme correspondence. This enables the learning to be committed to their long-term memory.

In EYFS & Key Stage 1 there are three reading practice sessions each week. In these sessions we teach the application of reading skills. The children read in groups with fully decodable books, carefully matched to the children's phonic ability. We use the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)

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:

- o decoding
- o prosody: teaching children to read with understanding and expression
- o comprehension: teaching children to understand the text.

Each reading practice session will begin with a pacey review of graphemes, tricky words and

practice of fluent reading of words which will appear in the book. The children will already know these from their phonic lesson, but the review will enable them to have these sounds and words at the forefront of their working memory.

There will be a common theme in each reading practice session of developing fluency. The children will read the same book in each of the three sessions. They will then take home the book they have read at school after each reading session to practise reading fluently. Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult on a more frequent basis.

In Reception these sessions start in Week 4. Children who are not yet blending, have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

Reading in Year Two

The structure of the reading practice sessions continue in the same way as in Reception and Year One. Children read three times a week, with all activities being well planned with a clear intention. To further foster a love of reading, once children have a secure knowledge of the phonic code, they will read books at age related expectation, matched to their ability; these will include a range of different authors and genres.

Home Reading

As part of their homework, children are expected to read at home at least three times a week. For every three home reads, children are rewarded with a Hurst Green Reading Star sticker. The organisation is as follows:

Reception and Year One

Children take home the same book used in their reading practice session to practise fluency via an eBook. Parents can choose to take a second reading book home, which is fully matched to the GPCs their child has learnt. The children also take home a book to share with their parents. These books are a mixture of fiction and non-fiction; the purpose of these books is to read for pleasure.

Year Two

Children take home at least one reading book each week, which will encourage a love of reading, and which is matched to their reading ability. Progress in school is recorded in reading diaries and parents are asked to comment on their child's reading.

Parent workshops

Parent workshops take place to provide parents with guidance to enable them to support their children fully with phonics, fluent reading and reading comprehension. It provides the ideal opportunity for our school to provide clear messages about reading and equipping them with effective ways to help their children progress with their reading.

Ensuring consistency and pace of progress

- Every teacher in EYFS and Key Stage One 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.

Ensuring reading for pleasure

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 Hurst Green Primary School and our local community as well as books that open windows into other worlds and cultures.
- 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.

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.
- **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.
- The **Little Wandle Letters and Sounds Revised placement assessment** is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

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
 - the *Little Wandle Letters and Sounds* placement assessment
 - the appropriate half-termly assessments.

Reading Throughout the School

Daily Class Story

Every day, in every class, an adult reads aloud to the children. We choose a wide variety of texts from our reading spine which has been designed so children can listen to a breadth of different genres and authors, whilst also developing a real love of reading. Where possible the book is above the level the children can access independently to expose them to more ambitious vocabulary.

Reading Across the Curriculum

Reading is promoted and developed across the curriculum and specific vocabulary is explicitly shared with the children within each unit of work, to develop children's understanding of these key words.

Subject specific vocabulary (tier three vocabulary) is also identified for each foundation subject unit and included in a grid, which is shared explicitly with the children throughout each unit of work.

Reading Passports

We have developed a Reading Passport for every year group in school. Children are encouraged to try to read every book on their passport each year. Every classroom has a special box of 'Reading Passport' books which can be borrowed. There will be a reward at the end of the year for children who have read every book on their passport.