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**Policy for Teaching Reading**

**Intent:**

**Phonics (reading and spelling)**

At The Arches, 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 Foundation Stage 2 and follow the [*Little Wandle Letters and Sounds Revised* progression](https://wandlelearningtrust.sharepoint.com/sites/WTSA2/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=dA5Kg8&cid=c07c4b6e%2D7eff%2D4834%2Db0a2%2De34e77f1195a&FolderCTID=0x0120002B68E4606EDEEB42917E483D1520364F&id=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files%2FProgramme%20Overview%5FReception%20and%20Year%201%2Epdf&parent=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files), 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 **The Arches**, 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 The Arches, 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 a Reading 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 Foundation Stage 2 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, following completion of base line assessments.
* We follow the [*Little Wandle Letters and Sounds Revised* expectations of progress](https://wandlelearningtrust.sharepoint.com/sites/WTSA2/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=dA5Kg8&cid=c07c4b6e%2D7eff%2D4834%2Db0a2%2De34e77f1195a&FolderCTID=0x0120002B68E4606EDEEB42917E483D1520364F&id=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files%2FProgramme%20Overview%5FReception%20and%20Year%201%2Epdf&parent=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files):
	+ 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 sessions can be additional whole class sessions, small groups or individualised 1:1 interventions. Keep-up activities are the same throughout the school.
* 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’](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/11/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-NEW-PD03-1.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 Foundation Stage 2 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 KS2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

**Shared Reading**

Across the school, classes also have shared reading lessons where staff share high quality texts which may be at a level above which the child can independently read. In these sessions, we aim to instil a love of reading, teach comprehension and explore new vocabulary. All staff will use these sessions to foster a love of reading through their own enthusiasm and love of texts. These texts will be selected from the wider reading suggestions in the Read to Write units.

Reading plus is used in UKS2 to further develop reading speed and comprehension.

**Non-Negotiables**

* Minimum FS2 Expectations: Phonics teaching using Little Wandle begins by Week 2 and timings follow Little Wandle Expectations (10-30 minutes). From week 4, some children will be ready to begin reading practice sessions. ‘Children needing Keep Up’ are identified on the day and have a ‘keep up’ intervention on the day.
* Minimum KS1 Expectations: Daily Little Wandle phonics sessions and at least three Little Wandle reading practice sessions lasting 20-30 minutes. 1 x whole class shared read in year 1. Year 2- children will continue to receive daily phonics teaching and three reading practice sessions until they are reading fluently. Once the majority of the class are fluent they will receive at least three 30 minute shared reading lessons a week. Reading practice sessions will continue for those who need it as an intervention.
* Minimum LKS2 Expectations: Three shared reading lessons a week. Reading practice sessions will continue for those who need it as an intervention.

**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 reading meetings.
* To support and develop vocabulary acquisition, comprehension and reading for pleasure all children will take home a book from our class libraries for children to share with an adult or older sibling. This book will probably not be fully decodable for the child so the expectation is not for the child to read this book themselves but for them to share with an adult. We believe strongly that children will develop a love of reading through experiencing success when reading at home and having quality story time with a wide range of books.

**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 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 **The Arches** and our local community as well as books that open windows into other worlds and cultures.
* 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 Foundation Stage 2, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
* Children from FS2 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. Children in years 5 and 6 design their own reading records.

Each class visits the local library at least once a year and preferably termly.

**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**](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/LS-KEY-GUIDANCE-GETTING-STARTED-ASSESSMENT-FINAL.pdf) 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**](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/assessment-tools/) 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](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/assessment-tools/) is used:
	+ with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Children in years 3-5 are assessed termly using nfer reading tests.

Children who are on the SEN register are assessed yearly using yarc.

Teacher judgements and test results are recorded on insight.

**Statutory assessment**

* Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
* Children in Year 2 sit the sats paper and are assessed against the teacher assessment framework. These results are reported.
* Children in year 6 sit the sats papers.

These results are measured against the reading attainment of children nationally.

**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 or termly assessments.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

Children enjoy reading; read widely and often, with fluency and comprehension. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Learners are ready for the next stage of education, employment or training.

**Monitoring and Evaluation:**

The phonics and reading leader is responsible for the monitoring and evaluation of phonics and reading.  Weekly, additional leadership time is given to the lead each week to enable them to successfully carry out their roles and responsibilities, without adding to working.

There is weekly monitoring of phonics lessons, grouped reading sessions and interventions in FS2 and KS1. The reading lead offers regular support through modelling, carrying out interventions, observing and coaching sessions. Phonics assessments are carried out half termly and include a baseline.

Shared reading sessions are monitored through use of data on insight and observations. The staff and the lead are responsible for ensuring all children who are well below, below or at risk are receiving an intervention which is recorded on insight.