



Haxby Road Primary Academy Phonics and Early Reading Policy

September 2021



Intent

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 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. We encourage our children to see themselves as readers for both pleasure and purpose. We believe that all our children can become fluent readers and writers.

Implementation

At Haxby Road, we believe that reading is the key to success and underpins children's access to the curriculum; it clearly impacts on their achievement.

To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. Phonic decoding skills must be practised until children become automatic and fluent reading is established. 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.

Reading Practice in School and at Home

When children are learning to read, it is imperative that they practise independent reading with fully decodable books that are matched to their secure phonic knowledge. For Reception and Key Stage One we have the **Big Cat for Little Wandle Letters and Sounds Revised** scheme of books for Reading Practice sessions in school, as well as the ebook versions for home reading. These books are carefully matched to the progression of teaching in the Little Wandle Letters and Sounds Revised programme. All groups are overseen by the class teacher, who rotates with other members of staff 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: the application of phonic knowledge to read words within a text
- Prosody: teaching the children to read with understanding and expression
- Comprehension: teaching the children to understand the text.

In Reception, these practice sessions begin as soon as children are able to recognise and blend some GPCs and to read simple words. These groups quickly become established and the routine is continued as the children move into and through Year 1. Children in Year 2 and above still receive these Reading Practice sessions until they are fluent and competent readers. The sessions, however, may be on a group or an individual basis. Reading Practice sessions continue in Key Stage 2 for all children who are not secure in decoding.

All children in Early Years and Key Stage One also take home a sharing book once a week from class libraries that can be shared with family members. These books promote a love of reading.

Keep up Sessions

Any child who needs additional practise has daily keep up support. 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. Our phonics programme supports the expectations of the national curriculum and the early learning goals through clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2. The programme focuses on sequentially securing the skills that are essential for children to decode (read) and encode (spell) words accurately.

Ensuring Consistency and Pace of Progress

All staff in our school has completed the Little Wandle training modules, so that there is consistency in the knowledge, understanding and expectations of progress. The same language routines and resources to teach children to read are used across the school so that the children's cognitive load is lowered. This leads to automaticity when reading, thus freeing up the children's working memory to more clearly remember and understand what they have read. 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 key staff have a consistent approach and structure for each lesson. The Phonics and Early Reading Lead uses the Audit and lesson prompt cards and content grids to regularly

monitor and observe teaching and learning. Outcomes of these observations are used to identify areas of future professional development for individuals or groups of staff to ensure the programme is delivered with consistency and fidelity. Summative data from half termly assessments is used to identify children who need additional support and to identify specific gaps in learning which are then matched to Keep Up activities.

Promoting a Love of Reading

At Haxby Road Primary Academy, we believe that reading for pleasure is the key to helping our children become lifelong readers. In school, children are read to daily. These books are carefully selected to ensure children experience a wide range of books, celebrating diversity, our community and other worlds and cultures.

Each classroom has their own class library that is home to high quality texts for the children to enjoy. This space is accessed by the children regularly, promoting a love of reading and discussions about books.

Impact

Children's fluency will improve as they develop their phonic knowledge and decoding skills. High expectations ensure our pupils develop increased vocabulary knowledge and comprehension skills. Due to this focus, children will achieve well and this will be reflected in their well being and self confidence; the progress made and pupil attainment at the end of each key stage, measured by external assessments and robust internal tracking including NTS assessments, Phonics tracking and teacher assessment against expectations.

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 the Phonics and Early Reading Lead and scrutinised through the online Progress Tracker to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory Assessment

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

Ongoing Assessment for Catch Up

Children who do not pass the Phonic Screening Check Resit in Year 2, are assessed through their teachers ongoing formative assessment as well as through the half termly Little Wandle summative assessments. Specific gaps can be identified and matched to Keep Up activities. These assessments and subsequent support, for some children, may extend into Key Stage 2.