



Phonics and Reading at Littledean C of E Primary School and Pre School

<p>INTENT</p>	<p>At Littledean C of E Primary School, we endeavour to ensure that by the end of their primary education, all our children become fluent, confident and enthusiastic life-long readers, enabling them to enter secondary education equipped with the skills to succeed and be the best they can possibly be. We believe that reading underpins many aspects of learning and therefore encourage engagement with key texts and media across our curriculum. Through books and a love of reading, children explore far more about the world they live in and learn to appreciate the wonders it offers. We encourage and enable the exploration of a wide range of genres, authors and cultures, exposing our children to texts that they might not otherwise choose to engage with.</p>
<p>IMPLEMENTATION</p>	<p>Phonics</p> <p>In the EYFS and Key Stage 1 we teach reading through <i>Little Wandle Letters and Sounds Revised</i>, which is a systematic synthetic phonics programme. Children in the Pre-School make a start to their reading journey through the Foundations for 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.</p> <p>As a result, all our children are able to tackle any unfamiliar words as they read. At Littledean C of E 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.</p> <ul style="list-style-type: none"> • 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 in Reception are taught to read and spell words using Phase 2 and 3 GPCs (Grapheme Phoneme Correspondences), 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.
- Any child who needs additional practice 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.
- 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.
- 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.

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 no more than six children
 - use books matched to the children's secure phonic knowledge
 - 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.

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](#) 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.

Reading after phonics

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension. Through Guided Reading sessions the children are introduced to a range of quality fiction and non-fiction texts. Teaching focuses on further developing the

	<p>children’s reading skills through developing skills in the areas of decoding, developing an understanding of vocabulary, inference, prediction, explanation, retrieval and summarising.</p> <p>Ensuring reading for pleasure</p> <p>“Reading for pleasure is the single most important indicator of a child’s success.” (OECD 2002)</p> <p>“The will influences the skill and vice versa.” (OECD 2010)</p> <p>We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.</p> <ul style="list-style-type: none"> • 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 Littledean C of E Primary School 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. • We have a school library which every child has access to enjoy. • In Reception, children have access to the reading corner every day in their free learning time and the books are continually refreshed. • Children from Reception onwards have a digital home-school reading record on GoRead. The parent/carer records comments to share with the adults in school and the adult in school will record on a regular basis to ensure communication between home and school. • Children across the school have regular opportunities to engage with a wide range of reading for pleasure events including book fairs, author visits and workshops, and national events.
<p style="text-align: center;">IMPACT</p>	<ul style="list-style-type: none"> • At Littledean we value reading as a vital life skill and our ultimate aim is that every child will leave our school with the ability to read with fluency, understanding and enjoyment. • As a result of quality first teaching we have a community of enthusiastic and competent readers with a thirst for reading a range of genres. • By the time children leave Littledean children can take part in discussions about books, including the author’s use of language and the impact this has on the reader. • Children can read books to enhance their knowledge and understanding of all subjects and communicate their research to a wider audience. • The reading curriculum is evaluated through: <ul style="list-style-type: none"> ○ Analysis of phonics lessons ○ Analysis of phonics assessments

	<ul style="list-style-type: none">○ Analysis of Guided Reading sessions○ Analysis of reading comprehension assessment information
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