

St Mary & St Margaret's CE Primary School

The Seven Aspects of Early Reading

1. How do we prioritise reading?
2. How do we promote a love of reading?
3. How do we make sure pupils make progress?
4. How do we match the pupils' reading books to their phonic ability?
5. How do we teach phonics from the start?
6. How do we support pupils to catch up?
7. How do we train staff to be reading experts?

1. How do we prioritise reading?

- Reading is the cornerstone of our curriculum and is given a high priority to enable all children to succeed in all areas of the curriculum as well as being a 'life skill'.
- No set written homework tasks on a weekly basis, but instead have a formal reading homework. This is particularly intended to free up enough time to allow children to read much more regularly. We encourage children to read a wide range of books both at school and at home.
- Children have access to our school library which they are able to use to extend their independent reading. We endeavour to use books and high-quality texts to enrich the learning and provide access to a range of genre. In KS1 and KS2 children are able to take a library book home as a book to share for pleasure. In Early Years children in Nursery choose a book from the class library to share at home and Reception children do so too but they are changed more often.
- Each classroom has a display including a selection of books as a mini library with a selection of fiction, non-fiction and poetry – this is likely to include books based on current topics, a few recommended reads, other books by authors studied in the year group etc. Early Years have a 'reading garden'.
- In EYFS and KS1 pupils regularly read individually to an adult. Frequency of reading aloud to adults varies according to the needs of the child, with some key target readers being heard daily, where possible. Targeted pupils in KS2 also read aloud to an adult regularly in school, again according to need.
- Early reading is encouraged by providing pupils with non-worded reading books in the first instance. As the children develop their phonics skills they are then moved on to texts that match their phonic ability and are fully decodable. Decodable books match the *Little Wandle Letters and Sounds Revised* phonics program that the school follows.
- Children in Reception and Year 1 are asked to read a decodable *Little Wandle Letters and Sounds Revised* reading e-book at home each week. This book will have been read with the children three times during the week to support fluency and accuracy. In addition, they choose a book from the class library (stock regularly updated) which can be read to them by an adult at home. Children in Year 2 move onto decodable banded books and (as in Years 3 to 6) are expected to read three times or more per week.
- Children are expected to read at home at least three or four times a week. Depending on age, this may be independent reading or reading with an adult. Children (or parents) in KS1 or KS2 record this on their reading records, which are monitored regularly under the direction of the class teacher. Parents are asked to sign at least weekly to show they are keeping track of children's reading and to confirm what has been recorded.
- In KS1 and KS2, weekly records are kept to show how many times each child has read (outside of class time) during the week. Home reading records are monitored by SLT and any impact noted. The records are also discussed at parents' evening etc. as appropriate. Children reading fewer than three times each week are monitored and appropriate interventions to support them may be put in place.

- Reading is celebrated through a range of rewards and certificates including presentations in our whole school Achievement Assembly. We also hold reading events throughout the year such as World Book Day and the Library Summer Reading Challenge.
- We teach our own carefully designed bespoke and 'text-based' English Curriculum, which ensures a balance between fiction, non-fiction & poetry, reflects school (and British) values/safeguarding and represents a wide range of culture and gender.
- As part of our pedagogical approaches to reading we utilise, within Key Stage 1 and Key Stage 2, the following:
 - **Timetabled whole class reading:** *Children are given opportunities to listen to, read, and comment on, books and stories during whole class sessions. This is teacher led, with the teacher often modelling high quality reading. The children often interact and respond to differentiated questions – this may take place during English lessons, as an activity in its own right or as part of cross-curricular work. Most classes use shared texts to base their English work around.*
 - **Shared reading:** *During English lessons the children are given a variety of text types as a stimulus for writing. The teacher and children share the text, and the teacher models as an expert reader, drawing out the key elements of the content.*
 - **Timetabled Guided reading** *(reading for understanding) takes place regularly in the class, where possible with a text that links to the writing. This allows children to become fully engaged in a text, which then in turn helps them to make good progress in both their reading and writing.*
 - **Whole class reading comprehension:** *We explicitly teach key reading skills. The teacher first models a skill or concept and children may work in groups or pairs and then apply this learning to an independent activity. Reading comprehension is framed through the VIPERS framework strands (Vocabulary, Inferring, Predicting, Explaining, Retrieving and summarising or sequencing). These core reading comprehension skills are pulled out and taught through our reading comprehension sessions.*
 - **Regular time is given for children to read their reading books in class, encouraging them to immerse themselves in their reading.**

2. How do we promote a love of reading?

- **All** staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading. They are conversant in the principles of 'Reading for pleasure' (RfP) and have undertaken activities such as the creation of specific reading focus displays in classrooms and themed reading hubs for RfP set up in different locations around school (<https://researchrichpedagogies.org/research/reading-for-pleasure>)
- Teachers read carefully chosen class stories to promote a love and enjoyment of stories, immersing them in the world of imagination.
- Our learning opportunities incorporate a range of fiction, non-fiction and poetry (reflecting the school (and British) values/safeguarding and represent a wide range of gender and culture) to expose pupils to different texts they may enjoy.
- Whole class, shared and guided reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- In the EYFS We aim to read stories to children daily to develop a love of and understanding of stories. Our curriculum in EYFS is based around key stories.
- Children are encouraged to access the library and change books on a regular basis. This is in addition to their reading book from our reading scheme.

- We encourage pupils in each class to share their love of reading e.g. by inviting them to recommend great reads to their peers; attend book swaps and making bookmarks for the books they have read.
- In Collective Worship (and events like World Book Day) staff often share their favourite books and make recommendations on latest reads.
- Book buddies/ peer readers / story tellers / reading clubs
- Rewards for reading – such as Regular Reader Awards, 100 Books to Read Before You Leave St M & M's
- Children in KS1 and lower KS2 can earn certificates using the online 'Reading Eggs' learning platform

3. How do we make sure pupils make progress?

- Phonics is taught following the *Little Wandle Letters and Sounds Revised* program to ensure a systematic approach to synthetic phonics. Phonics lessons follow the same sequence of teach, practise, revise, review and apply. Phonics progress is assessed regularly both using assessment for learning in teaching sessions and half-termly assessments to identify gaps in learning to inform future planning and intervention.
- In its pedagogical approach to reading the school supports pupils to be expert readers by developing the key skills of clarifying, questioning, explaining, retrieval, summarising and predicting.

-Clarifying: understanding and explaining what we have read including new vocabulary

-Questioning: ensuring we understand and checking others do too.

-Explaining: developing an understanding of inference and deduction

-Retrieval: using and finding evidence in the text.

-Summarising and sequencing: identifying the main points of the text by recapping prior reading, scanning and using key words.

-Predicting: Using the knowledge of what we have read to make predictions about forthcoming events or actions in a story

- There is a clear progression of reading skills from Nursery to Year 6 against which pupils' progress is measured through formative or summative assessment and gaps are noted and acted on.
- Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted interventions or are part of a smaller reading group.
- Pupils who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school. Class teachers ensure volunteers, who come into school to hear readers, are trained to support reading appropriately.
- Staff have pupil progress meetings and the Reading Lead completes pupil conferencing in reading.
- Pupils in KS1 and 2 take part in regular reading assessments to support tracking and to identify those in need of additional intervention. These assessments lead to targeted intervention based on key reading skills of retrieval, inference and vocabulary as identified through assessment.
- Pupils on the reading scheme and those who have progressed to higher bands continue to be given support in what books to choose as their individual reading book.
- We assist parents with supporting reading by providing parents meetings, reading information meetings, information on the website and letters home.

4. How do we match the pupils' reading books to their phonic ability?

- From their entry to the school, children's reading progress is recorded on a 'Reading Tracker' document which initially records their progress on our reading scheme as they develop phonological skills. Once children are assessed as phonologically secure and are classified as a 'free' reader, children are still tracked and choose books from 'book banded' sections within the library which allows the correct level of challenge as well as a variety of choice.
- Pupils are assessed as part of the teaching of phonics. Assessment then informs which books match to the pupil's phonic ability.
- Staff in EYFS and KS1 are responsible for changing and or checking the pupils' books. Pupils who are learning phonics in EYFS and KS1 take home two books: an e- book to read to an adult that they will have already read in school; and a library book to be read to for pleasure and to develop vocabulary and comprehension.
- From Year 2 We monitor progress in reading and then match children's ability to the stage of reading on the scheme. This is done through notes from guided reading and from teachers hearing pupils read individually, as well as other assessments. Staff monitor and check that these books are changed regularly. Staff will move them onto the next stage when they are confident they have mastered the skills of the stage.
- Pupils in Year 2 have their books changed when they have been read at home. (Books should be changed at least three times per week if completed.)
- Staff monitor the books chosen by the children (linked to the appropriate 'book band') to check the books are suitably challenging for them.
- Guided reading books are also selected carefully to challenge the reading of different groups of pupils in school.

5. How do we teach phonics from the start?

- Phonics teaching begins with our youngest pupils from the time they join us in Nursery. This is promoted and embedded within the curriculum, exposing pupils to sound-rich activities which provide the foundations for reading and writing. We complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs.
- From Nursery through to the end of Year 1, pupils receive a daily phonics lesson, targeted at their current level of attainment, and are encouraged to apply this learning in their reading and writing. Some pupils will continue to receive regular phonics teaching in Year 2 and beyond until they are confident with using and applying the skills taught within phase five of the *Little Wandle Letters and Sounds Revised*.
- Within Reception and Year 1, concepts are taught daily following the planning in the *Little Wandle Letters and Sounds Revised* programme. Children who are making slower progress are identified through formative assessment during lessons and intervention is immediately put into place, in addition to the usual phonics teaching.
- Phonics is discussed with parents in the 'Welcome to School' meeting and parents are given resources to support phonics learning at home.

Our Phonic progression and Teaching Sequence: Little Wandle Letters and Sounds Revised

Nursery	
- General sound discrimination – environmental sounds - General sound discrimination – instrumental sounds - General sound discrimination – body percussion - Rhythm and rhyme - Alliteration - Voice sounds - Oral blending and segmenting	
Reception	
Autumn 1: Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l	New tricky words: is I the
Autumn 2: Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk - words with –s /s/ added at the end (hats sits) - words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	New tricky words: put* pull* full* as and has his her go no to into she push* he of we me be <i>*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</i>
Spring 1: Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	New tricky words: was you they my by all are sure pure
Spring 2: Phase 3 graphemes Review Phase 3 - words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words - words with s /z/ in the middle - words with –s /s/ /z/ at the end - words with –es /z/ at the end	No new tricky words: Review all taught so far
Summer 1: Phase 4 Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	New tricky words: said so have like some come love do were here little says there when what one out today
Summer 2: Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est - longer words	No new tricky words: Review all taught so far

Year One	
Autumn 1: Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy / ea/ ea each	Review tricky words: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today <i>*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</i>
Autumn 2 Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	New tricky words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want <i>*The tricky word ‘ask’ may not be tricky in some regional pronunciations; in which case, it should not be treated as such.</i>
Spring 1: Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	New tricky words: any many again who whole where two school call different thought through friend work
Spring 2: Phase 5 graphemes /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor. <i>*The tricky words ‘half’ and ‘father’ may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.</i>	New tricky words: once laugh because eye
Summer 2: Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	New tricky words: busy beautiful pretty hour move improve parents shoe

6. How do we support pupils to catch up?

- Summative data is submitted once a term by staff and pupil progress analysis by the school's leadership team is taken from this. Children identified by class teachers and in pupil progress meetings as not making progress have interventions planned for them and teaching staff are aware of who is a priority for intervention/support.
- Formative data informs day-to-day planning and teachers adapt and change this according to pupil needs.
- We work within all Key Stages to ensure that all pupils who would benefit from extra phonics teaching receive it. Any pupils who do not reach the expected standard in phonics in the national screening check receive additional phonics intervention within Year 2, so that they can catch up with their peers. (Rapid Catch-Up)
- We use a Key Stage Two Phonics Strategy (for as long as necessary) for children who require extra support and learning time to focus on securing their phonics knowledge. The assessed and targeted children follow one or more of the following strategies for a fixed period of support until they are 'secure' phonologically:

-Ongoing assessment for learning during Little Wandle Phonics teaching session

-Little Wandle Keep Up programme

-Small group intervention x 3 days weekly: Little Wandle Rapid Catch-Up programme

-Little Wandle SEND Programme

- Precision teaching using Reading Accuracy, Fluency & Generalisation Assessment

-Guided Reading/Reading comprehension using suitably decodable texts

-1:1 reading stamina practice to an adult

- Shine Reading interventions & Reading Fluency – based on teacher assessment and NTS tests.

The child's reading diet is carefully tracked using reading scheme bands /RfP books selected with adult

Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home.

7. How do we train staff to be reading experts?

- The school has a named phonics lead teacher and a named phonic lead teaching assistant who support staff in the daily delivery of phonics teaching and the KS2 phonics strategy.
- Teaching staff, including Teaching Assistants receive reading and phonics training as and when required. *Little Wandle Letters and Sounds Revised* training modules are delivered to core staff.
- This may be a specific focus on the English SIDP or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff.
- The English Subject Leader attends Unity Collaborative network meetings/training and cascades relevant information back to the school.
- The school's leadership team monitors phonics and/or guided reading sessions and conducts pupil interviews to ensure agreed approaches and consistency are applied across the school. As a result, the English Subject Lead (and when appropriate the named phonics lead teacher and a named phonic lead teaching assistant) offer guidance to staff with follow up actions.