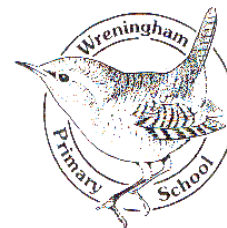


Together Everyone Achieves More

Wreningham School is committed to Safeguarding
And promoting the Welfare of children



Wreningham V.C. Primary school

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

READING including Phonics & Early Reading

Our Vision

At Wreningham VC Primary School, we aim to develop reading skills with our pupils in order to improve their life chances, provide them with life skills and to promote reading for pleasure and enjoyment. We want to develop our children's imagination to open up a treasure house of wonder and joy for curious young minds.

INTENT

At Wreningham VC Primary School, we believe that reading is a fundamental life skill. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. It is our intention to ensure all pupils read widely and confidently with fluency and comprehension appropriate to their age.

Our Key Principles:

- To provide all children with phonological understanding to read words accurately.
- To help pupils become confident, independent readers, through an appropriate focus on phonics, word, sentence and text-level knowledge.
- To provide a language rich environment that promotes a culture of reading.
- To inspire a love of books and literature where children choose to read for pleasure.
- To value and celebrate diversity in culture and language.
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts.
- To develop confident and independent readers with high levels of enjoyment.

IMPLEMENTATION

At Wreningham VC Primary School, we teach reading through Little Wandle: Letters & Sounds Revised. The programme is designed to teach children to read from Reception to Year 1, using the skill of decoding and blending sounds together to form words.

Little Wandle: Letters & Sounds Revised is a systematic synthetic phonics programme (SSP) that provides a full progression through all commonly occurring GPCs (sounds), working from simple to more complex, and taking into account the frequency of their occurrence in the most commonly

encountered words. The teaching of phonics is fast-paced, and we encourage all children to actively participate in each lesson.

Children are given regular opportunities to apply the phonics they have learned by reading fully decodable books. The phonic progression in these books match the progression of Little Wandle Letters and Sounds.

Daily phonics lessons in Reception and Year 1

- We teach whole class-based phonics for up to 30 minutes a day.
- In Reception, we build from 10-minute lessons at the beginning of September, 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.
- We teach our phonics/reading and literacy in a carousel across KS1.
- 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

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 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. In Reception this is practising the phonemes throughout the day and a weekly session with a focus on developing the children's blending skills.
- We timetable daily phonics lessons for any child in Year 2 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. We plan for these lessons to take place at least three times a week.

Teaching reading: Reading practice sessions three times a week in Early Years and Key Stage 1

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 (Big Cat Little Wandle: Letters and Sounds Revised)
- 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.

Ensuring consistency and pace of progress

- All teachers/TAs in our school has been trained in Little Wandle: Letters & Sounds revised.
- We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- There are weekly content grids (lesson plans) that 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.

- The Reading Leader uses the audit and prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Home Reading

- The decodable reading practice eBook is used at home to ensure success is shared with the family.
- Reading for pleasure 'sharing 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 face-to-face sessions.

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 our school and our local community as well as books that open windows into other worlds and cultures.
- In Reception and KS1, classrooms have an inviting book corner that encourages a love for reading. We carefully select these books and talk about them to entice children to read a wide range of books.
- 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 that they have read.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

The school has invested in its library so that it is attractive, well-organised and well-resourced. It is designed to be comfortable and inviting. We continue to buy high quality authors/books, and books that reflect diversity of culture and gender. Recommendations and reviews are displayed, and photos/posters of authors decorate the walls. The Year 6 are librarians and take responsibility in managing the library. Each class has a dedicated library slot each week where all children are given the opportunity to visit the library with their class teacher and change their library book. The school holds many library competitions, and these always have a good response from the children.

Reading in Key Stage 2

It is the expectation that most children will be 'free readers' by the end of Year 4. In Upper Key Stage 2 the children are given the freedom to choose their own book to use as their reading book which enables them to investigate and develop their own interests. Children are expected to change their books regularly – there is a large selection of books in class 4 for the children.

In KS2 all children are heard to read during group guided reading sessions. In class 3 every child is read with regularly.

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: o 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

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

IMAPCT

By the time children leave Wreningham VC Primary School they are competent and fluent readers who can recommend books to their peers, have a passion for reading a range of genres including poetry, participate in discussions about books, and are ready to access the secondary school curriculum. At Wreningham VC Primary School, we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children. Children have opportunities at play/lunch times for reading in the library.

Our systematic approach to teaching phonics, combined with our high expectations and a challenge for all ethos, has a very positive impact on the reading outcomes for all children.

Reading Enrichment Activities

- Access to school library
- Library competitions – high uptake
- *Reading box*
- Shared/Paired reading
- Author visits
- Book Week (linked to World Book Day)
- Dress up as a favourite character
- Author focus during English lessons
- Book swaps
- Daily class reader – non negotiable
- Celebrating reading in whole school assembly
- Wren tots (pre-covid in the library)
- Breakfast reading with parents (pre-covid)
- Norfolk reading visitors scheme
- Whole school Book focus days