

Phonics

At **Regents Park Community Primary School**, we teach reading through **Little Wandle Letters and Sounds Revised**. We start teaching phonics in Nursery and 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.

All children in **EYFS** and **KS1** have a **daily phonics lesson**. All staff in school are trained in our phonics programme and in addition, to this, all staff involved in teaching phonics and reading intervention have specific phonics training.

Intervention

At Regents Park, we recognise that, from time to time, some children may need additional support in reading and phonics. Any child in Reception and Year 1 who needs additional practice has **Daily Keep-up support**. These Keep-up lessons follow the Little Wandle progression 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 **Rapid Catch Up** lessons for any child in **Year 2 and above** who is not at age-related expectations for reading or has not passed the Phonics Screening Check.

Some children who need further support, are taught using the **LW SEND Programme**, which is a graduated approach to teaching phonics.

Reading Practice

We teach children to read through **reading practice sessions three times a week** using **decodable books**. These are taught by a fully trained adult to use books matched to the children's secure phonic knowledge and are monitored by the class teacher, who rotates and works with each group on a regular basis. Children in **KS2** who are on the **Rapid Catch Up** programme also follow this format.

Each reading practice session has a clear focus, on three key reading skills:

decoding: teaching children to use phonic knowledge to read words

prosody: teaching children to read with understanding and expression

comprehension: using dialogic talk to help children to understand the text.

Teachers in **KS2** will read with a **guided group** once a week.

Whole-Class Reading

In KS2, reading is taught through a **whole-class reading model**. Teachers plan whole class reading sessions at least 4 times per week where they teach a specific reading skill linked to our **Reading Skills**. These reading skills outline the key areas of learning in order for children to be competent readers.

We ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following **Reading Skills** to support comprehension strategies:

- **Vocabulary** - **Retrieval**
- **Inference** - **Summarising and Sequencing**
- **Prediction**
- **Explanation**

Teachers will also teach the specific reading comprehension strategies using Vocabulary Ninja.

Accelerated Reader

We use **AR in KS2** to foster **independent reading** and to motivate children to want to read. Children will read books which are matched to **their zone of proximal development** (ZPD). Class teachers will monitor: who has been reading regularly and who has been taking and passing quizzes.

Children in **Y2**, who have exited the phonics programme and are reading age-appropriate books, will also use AR.

Reading in a nutshell at Regents Park



Reading across the curriculum

Reading is encouraged in all subjects. We have created **Topic Boxes** with non-fiction texts to support our non-core subjects such as History, Geography, Science and Art. This is to ensure our children have access to high quality texts to support the learning that takes place in class and helps build their background knowledge.

Our **Reading and Writing Spine** makes links between different curriculum areas.

Fluency

At **Regents Park Community Primary School**, we want our children to become **confident and fluent readers**. This is why we teach fluency reading strategies in KS2 through our whole-class reading approach.

We **teach and model reading fluency** explicitly and give the children time to practise it. We use a combination of **guided oral reading instruction** where teachers model fluent reading of a text; give appropriate feedback; and **repeated reading**. We use different fluency strategies such as:

- Echo reading
- Choral reading
- Paired reading
- Close reading

Reading for Pleasure

We value reading for pleasure highly and work hard to grow our Reading for Pleasure pedagogy.

- We **read aloud** to the children every day.
- Every classroom has an inviting **book corner** that encourages a love for reading.
- We have also set up a **Reading Passport** with recommended books to take home.
- The **school library** is made available for all classes.
- Children regular opportunities to engage with a **wide range events** (book fairs, author visits and workshops, national events etc.).
- Children have the opportunity to visit the **local library**.
- Our **Primary Librarians** are trained to support in the school library.
- We have **Reading Ambassadors** who promote reading across school.
- Teachers use the OUP research strategies to promote RfP in their classrooms.

Home Reading

Children in **YR and KS1** take their **decodable reading practice book every week**. Children on the Rapid Catch Up Programme also take their decodable book home to read with their parents.

All children will borrow at least one book from the library of their choice to take home; children in KS2 also borrow a book based on their **ZPD**.

All children from Reception onwards have a **home reading record**. The parent/carer will record 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.

Assessment

At Regents Park, **reading assessment is purposeful and supports children's learning**. Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

We use a variety of ways to assess reading:

- In phonics, children are assessed on GPC knowledge; oral blending and word reading
- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check will re-sit this in Year 2.
- Optional KS1 SATs
- KS2 SATs
- Star Reader tests
- Accelerated Reader Quizzes
- Testbase standardised reading tests for Y2, Y3, Y4, Y5 and Y6 every half term
- Fluency assessments (phonics programme)