



A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Phonics and early reading policy

The context of our school

Regents Park Community Primary School is a 2-form entry primary school located in Small Heath, an inner city area of Birmingham. The school is located approximately 1.5 miles to the east of the city centre, within the Bordesley Green Ward and within the Ladywood constituency. The school is a Local Authority maintained community primary school.

Regents Park is a primary school with a high percentage of pupil premium, minority ethnic groups, pupils with SEN and with English as an additional language. The school is also in an area of high deprivation. The largest ethnic groups within the school are pupils of a Pakistani heritage, followed by pupils of a Bengali and Somali heritage.

It is therefore essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At **Regents Park Community Primary School**, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/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. At **Regents Park Community 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.

Comprehension

At **Regents Park Community Primary School**, 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 encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.



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Implementation

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.
- Little Wandle Foundations is aligned to the non-statutory guidance on Development Matters and Birth to 5 Matters as well as the Early Years Foundation Stage (EYFS) statutory framework. We use it as part of our wider provision for Communication and Language, and Literacy. It supports children to:
 - develop their phonological awareness, including rhyme, alliteration, syllables, initial and voice sounds, and oral blending
 - love stories and rhymes, and learn by heart a bank of familiar favourites
 - increase their vocabulary and confidence to talk
 - improve their listening and ability to take part in back-and-forth conversations.
- We believe that the priority in Nursery should be to build the foundations for phonics for all children. Research tells us that disadvantaged children start Nursery behind their more fortunate peers. By leaving formal phonics teaching to Reception, Foundations allows us to devote more time to working with children who need extra help to develop the skills and behaviours that underpin successful reading.

Language and nursery rhymes in Reception

- Research tells us that nursery rhymes can support children to develop their language, their awareness of sounds within words and even their later reading ([Bryant et al. 1989](#)).
- We use the Little Wandle Rhyme time films and accompanying phonological awareness planning to complement and reinforce our Phase 2 teaching.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to full-length lessons as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.



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Daily Keep-up lessons ensure every child learns to read

- Any child in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult.
- Daily 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

Daily phonics and spelling in Year 2

- Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure.
- Once all the Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.
- We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review.
- Once the Phase 5 review is secure; we teach the Bridge to Spelling before moving to the Spelling units.
- Children with larger gaps in their phonic knowledge than their peers have daily phonics teaching and follow the Rapid Catch-up programme.

Children in Year 2 to Year 6: Rapid Catch-up

- We timetable daily phonics 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. These children urgently need to catch up, so the gap between themselves and their peers does not widen.
- These short, sharp lessons last 15 to 20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.
- We assess children who are new to our school, new to the country or new to English using the Rapid Catch-up assessments to quickly identify their needs.
- We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace.
- We assess children every four weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

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 approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)
 - 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: teaching children to use phonic knowledge to read words



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- prosody: teaching children to read with understanding and expression
 - comprehension: using dialogic talk to help children to understand the text.
- In Reception, these sessions start in Week 4 of teaching at the latest. Initially, children will read wordless books. In these sessions, children review GPCS and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge.
- Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.
- In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5). To exit the programme, we complete the final fluency assessment to ensure children can read with adequate speed and accuracy: approximately 60 words per minute with 90%+ accuracy.
- Reading in Rapid Catch-up lessons mirrors the core programme. Children following the Rapid Catch-up programme are taught to read using the 7+ fully decodable books. These follow the same progression as the core programme but are more appropriate for older readers.

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 share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
 - 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.
 - Children in KS2 take a book of their choice home to read as well as books in their ZPD

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Daily Keep-up sessions read their reading practice book regularly to an adult in school.
- We prioritise children who may not have reading support at home or who may not have access to books. We ensure that they have individual reading times with volunteers and staff to share quality children's literature to promote a love of reading.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- 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 teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use checklists and templates to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and have gaps in learning.



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Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

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 **Regents Park Community 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.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children choose from our range of carefully chosen books to take home and share with an adult.
- Children from Nursery/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.
- As children progress through school, we take time to get to know them as readers and ensure that we engage in meaningful conversations about the books that they have read. By doing this we can recommend authors and genres of books to expand their interests. They are also encouraged to write their own comments and keep a list of the books/authors that they have read.
- We have also set up a **Reading Passport** to support a love of reading at home. All children will have access to recommended books which they take home on a weekly basis to share with their parents/carers or read on their own.
- Children have the opportunity to visit the local library.
- The school library is made available for classes to use, with each class having a timetabled slot. 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.)
- We have a group of children who have been trained as **Primary Librarians** to support in the school library.
- We have **Reading Ambassadors** in school who promote reading. They take part in peer reading and contribute to the school reading newsletter.
- **Accelerated Reader** is used in Key Stage 2 and Year 2 (when children are fluent readers) to ensure children are reading age appropriate books. They take home one book within their ZPD weekly and one book of their choice. Class teachers monitor who has been reading regularly, monitoring who has been testing and passing quizzes. This information is used during pupil progress meetings and is shared at parents' evenings.
- We use the Everybody read! and the OUP Reading for Pleasure resources to grow our teachers' knowledge of current books, the most recent research and to grow our own Reading for Pleasure practice.



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Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for Learning (AfL)** is used:
 - daily within class to identify children who require Daily Keep-up support, as well as words and GPCs that need additional teaching
 - to plan repeated practice throughout the day to ensure all children secure learning
 - weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessments** are uploaded onto the Assessments tracker for Reception and Year 1. These are used:
 - to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups
 - by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level
 - by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.

We assess:

- every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught
- to establish if learning is secure for more than 70% of children before new content is taught
- to identify any children needing additional support and to plan the Keep-up support that they need

We reassess every three weeks every child who is not on track.

- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - in Year 1 and Year 2, when children are reading the Phase 5 Set 3, 4 and 5 books
 - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 Set 3, 4 and 5 books
 - to assess when children are ready to exit their programme*
 - for children in Year 2 and above who are taught Little Wandle Fluency. These assessments identify the best Fluency book level for each child. We assess the children every term (every 12 weeks or so).

*Year 2 children can exit the Rapid-Catch-up programme when they can read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.



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- A **placement assessment** is used:
 - with any child new to the school in [Reception](#) and [Year 1](#) to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- The **Rapid Catch Up assessment** is used
 - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

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

Whole Class Reading in KS2

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**. The teaching of whole class reading in KS2 is underpinned by **Regents Park Community Primary School's** Reading Skills linked to the Content Domains and National Curriculum. These reading skills outline the key areas of learning in order for children to be competent readers. The reading skills are stuck in the front of every child's reading book and are displayed on posters in every classroom.

Reading is planned collaboratively by teachers on a weekly basis in each year group. Teachers plan activities to develop children's word reading, comprehension and enjoyment of reading using whole texts, non-fiction and poetry and extracts. A typical whole class reading lesson involves sharing of a reading skill and discussing how to be successful in that skill. The teacher will model and demonstrate how to use that skill then children will be given activities, differentiated where needed, to put the skill(s) into practice.

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 (and grammar – linguistic knowledge)
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising and Sequencing

The level of challenge increases throughout the year groups through the complexity of texts being read. Vocabulary is developed by the following strategies:

- a range of genres
- a variety of authors with varying styles and structures
- specific vocabulary teaching linked to Word Gap Strategies
- application of new and adventurous vocabulary across different lessons and vocabulary tasks

Weekly group reading is also timetabled in KS2 for those children who are fluent readers but need extra support with prosody and comprehension. Class teachers plan for extra Reading Practice using age-appropriate books.



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All children have the National Curriculum objectives for reading stuck in the inside of their reading journals. Progress against these reading objectives is reviewed regularly by the class teacher, subject leader and senior leaders. Notes made during the group reading sessions and whole class reading sessions are used to inform regular assessments.

At the beginning of the year and then at the end of each term children from Years 2 – 6 complete the STAR Reading Test. Children in Years 2-6 also complete the Testbase standardised reading assessments.