

Primary Reading

At The Priory Witham Academy, we value reading as a crucial life skill. By the time pupils 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 pupils to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have 'Reading Leaders' who drive the reading programme in our school. These people are highly skilled at teaching reading, and they monitor and support our reading team, so every teacher is an excellent teacher of reading.

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Phonics and early reading

Intent

At The Priory Witham Academy, 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 Pre-Nursery 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.

Because we believe teaching every child to read is so important, we have Reading Leaders who drive the early reading programme in our school. These people are 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* progression.

As a result, all our children are able to tackle any unfamiliar words as they read. At The Priory Witham Academy 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.

Implementation

Foundations for phonics in Pre-Nursery, Nursery and Pre-Reception

- We provide a balance of child-led and adult-led experiences for all children across the areas of learning and development for ‘Communication and language’ and ‘Literacy’. These include:
 - sharing high-quality stories
 - 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 our Early Years children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 40 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 make a strong start in Reception: teaching begins in the second full week of children attending in the Autumn term.
- We follow the ***Little Wandle Letters and Sounds Revised programme progression***.
 - 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.
 - Children in Year 2 review how to read and spell words using Phase 5 GPCs with fluency and accuracy in module 1.

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.
- We timetable daily phonics lessons for any child in Year 2, 3, 4, 5, 6 and 7 who is not fully fluent at 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. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the keep-up resources – at pace.

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 fully decodable books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
 - are monitored by the class teacher and phonics and early reading leader.
- 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.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- We continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is provided to allow repeated practice and to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to their 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 stay and learn sessions.

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 Leaders and SLT use the 'Practice Map' to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

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 The Priory Witham Academy and our local community as well as books that open windows into other worlds and cultures.
- Using the learning platform, Tapestry, parent/carer records comments to share with the adults in school and the adults will give feedback 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 (book fairs, author visits and workshops, national events etc).

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** 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:
 - 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.
 - Any child accessing phonics keep-up is assessed every 3 weeks to identify any 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.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

Reading

Once children have completed, and are competent in, the [*Little Wandle Letters and Sounds Revised progression*](#), reading strategies continue to be taught and developed through a range of approaches. (see All-through approach to the teaching of reading – primary)

As a result, all our pupils continue to apply, as well as build upon, the strategies that they have learnt as an early reader to tackle any unfamiliar words as they read across the curriculum. The teaching of reading then follows a clear progression, which combines the skills of language comprehension and word recognition to support pupils to develop fluent reading capabilities.

Our reading curriculum includes opportunities for:

- ✓ Reading with – explicit teaching, using appropriate strategies and skills (guided practice sessions/whole class reading).
- ✓ Reading to – where teachers read aloud good quality texts to pupils and model the why and how of reading.
- ✓ Reading by – where pupils have opportunities to practice and apply what they have learnt in more independent contexts.

Curriculum

- A progression of reading skills is mapped across the year groups within the English long term overviews.
- Teachers use engaging texts to teach the skills of reading every day for 30 minutes.

Whole class reading

- Whole class reading enables:
 - Access to more challenging texts
 - Explicit teaching of vocabulary
 - More expert teacher time
 - Less down-time
 - Shared enjoyment
 - More stimulation and challenge
 - Higher-level modelling
 - More conversation and exposure to talk

Assessment

- A reading assessment framework is in place to ensure expectations for attainment are consistent across the year groups.
- Formative assessments, and QLA outcomes from summative tests, inform curriculum adaptations for teaching and learning.
- Pupils complete summative assessments to support teacher assessment. These could be PiXL tests or past SATs papers.
- STA moderator has worked with us to ensure that assessments are accurate and consistent across the year groups.
- Moderation is supported by phase leaders within year groups and across phases.

Interventions

To support pupils to keep up with, and aspire to meet age related expectations, the following interventions are in place to support.

- Phonics
- Practice read sessions
- Fluency intervention

These are taught by skilled reading teachers and pupil progress is carefully monitored for impact.