



## **Woburn Lower School**

### **Early Reading and Phonics Policy**

**“Once you learn to read, you will be forever free.”**

*Frederick Douglass*

#### **Our Intent**

The teaching of phonics and early reading at Woburn Lower School is of the highest priority. We are committed to ensuring that every child will learn to read, regardless of ability, need or background. Giving pupils the key skills in English enables them to access material in all curriculum areas and provides a foundation for their learning throughout their school career and beyond. We are committed to inspiring every child to be excited about books and motivated to read for pleasure.

At Woburn Lower School, we intend:

- for every child to be a reader
- for early readers to have the skills to decode words in order to be able to read fluently
- for children to understand what they have read
- for children to respond with curiosity about what they and others have read
- for children to become enthusiastic and motivated to read for pleasure
- to develop children’s confidence in reading a wide variety of genres and text types
- to develop children’s knowledge of a wide range of authors and illustrators

#### **Our Implementation**

##### **Phonics at Woburn Lower School, we will implement:**

· A consistent systematic, synthetic high quality whole school approach to teaching phonics which begins almost immediately as children enter Reception and is carried through until at least the point where children can read almost all words fluently. The accredited Twinkl phonics scheme is used across Reception, Key Stage 1 and for those children continuing phonics provision in KS2. It provides systematic, synthetic approach which is recommended for teaching children to read (Rose Review 2006, Bold Beginnings 2017).

· Daily lessons to ensure phonics teaching is prioritised and follows a four-part structure with time to revisit old learning, develop new learning, blending and segmenting. Children are immersed in a variety of activities and practical games to learn new sounds, practise letter formation and to build up a bank of tricky words.



- A clear progression through the programme ensures that children are taught from the simple to the more complex grapheme phoneme correspondences and high frequency words. Opportunities to review and revise learning daily, weekly and across terms and years is included in order to move learning into children's long-term memory.
- Planned opportunities throughout the curriculum to extend phonics teaching and learning beyond 'dedicated phonics time'. Consequently, learning is applied, reinforced and relevant connections are identified for the children.
- Teaching in whole class and ability groups where appropriate to ensure teaching is targeted so every child achieves at an appropriate pace.
- Ongoing formative assessment to ensure every child's phonics provision is clearly matched to their ability. This will result in the swift identification of those experiencing difficulties and fluid movement between groups.
- Swift reactive intervention sessions offering immediate additional practice for those children who are identified as not keeping up with their peers. Identified children will take part in regular, short intervention groups with a focus on pre-teaching and overlearning as well as precision teaching of those children identified to need even extra support. This is aimed at building confidence and successfully retaining what they have learnt.
- Close monitoring of children making the slowest progress through summative assessments each half term. Smaller steps of progress are evidenced through precision teaching methods.
  - Phonic screening check practice
  - Data analysis (each half term following O'Track data check points)
  - Whole school pupil progress meetings (each half term following data check points).
  - Data analysis of the Year 1 Phonics Screening Check which is responded to with adjustments to planning and teaching.
  - Monitoring of teaching and learning to ensure phonics is of high quality and consistent across the school.
  - A supportive learning environment, with displays and table prompts showing sounds and key words accompanied by recognisable images that are consistent across year groups.
  - Regular whole staff training to develop subject knowledge, confidence and ensure phonics teaching and learning is consistent across Reception, Key Stage 1 and Key Stage 2.



## When are children taught to read and when do they practise their reading skills?

- Daily phonics lessons - Our aim for all children is to make rapid progression, so they become fluent readers as quickly as possible. We follow the accredited Twinkl phonics scheme which follows a systematic, synthetic approach recommended for teaching children to read.
- 1:1 reading with adults - All children are heard to read at least twice a week individually. They read their Phonics Reader book, Home Reader book and have Guided Reading sessions.
- Group reading practice sessions and guided reading sessions - The children are taught in small groups and as a class. The lessons are planned to explicitly teach fluency and the comprehension elements of the National Curriculum. The elements include sequencing, retrieval, vocabulary, prediction and inference.
- Each day there is 'Quiet Reading' time in all classes where children can choose books to read and, in Key Stage 2, review. The teachers will also model good reading behaviours at this time.
- Reading buddies takes place four times a week across Key Stage 1 and 2.
- Starred readers in each class are heard daily.
- Home learning - Parents are expected to hear their child read at least three times a week even when they are fluent readers. They are encouraged to record all reading experiences in the Reading Record.

## What is the reading system?

The reading system consists of:

- **Phonics Readers** - these are fully decodable TWINKL fiction and non-fiction books through Levels 2-5. They are organised in groups (colour banded book boxes) that match the teaching sequence of the Twinkl phonics scheme. They are matched to a child's secure phonics knowledge with the aim they can be read with 90-95% accuracy. This ensures children are reading with good fluency, comprehension and decode the words by sounding out and blending. A child will have their 'Phonics Reader' changed twice a week with the intention of reading it daily to develop fluency and pace as recommended in the National Curriculum.
- **'Home Readers'** are books from a range of reading schemes that introduce a wide variety of literature and offer a wider reading experience. They are organised in groups (colour band book boxes) that match the teaching sequence of the Twinkl phonics scheme from Levels 2-5 and are longer or chapter books thereafter. The children should be encouraged to use a range of reading strategies when reading their Home



Reader alongside sounding out and blending. Home Reader books are changed once a child has read it at school and at home from Levels 2-5 and longer books or chapter book are changed once they are finished. When children have moved through all of the colour bands they become 'Free Readers' and join the 'Free Reader Society' who meet half termly to discuss books, authors, genres and general 'book talk'. They set their own agendas for their meetings under the guidance of their teacher.

- **'Library Readers'** are aimed at developing and inspiring a love of reading through the shared experience of reading together. We have developed our library facilities and offer an expanded range of book choices. We have also introduced a collection of audiobooks for use in the classroom, during a playtime 'Yoto' library club and in our outdoor reading area.

### **Progression through the reading system**

To move to the next colour band book box, children must be able to blend words and recognise high-frequency words in the colour band book box and within their phonic phase. The child should be reading with good fluency and decode with 90-95% accuracy. They should be able to retell the main points they have read and answer simple literal retrieval questions. This is based on teacher judgement and supported by ongoing assessment.

### **How we inspire children to read for pleasure?**

- Daily 'Story Time' is a time when the children are read aloud to which occurs in every year group. This is for the children's enjoyment with the main aim of motivating them to read for pleasure. Additionally, it will develop their knowledge and confidence to discuss a wide range of authors, illustrators, variety of text types and genres. They may share a text chosen by the children or teacher.
- English lessons - planning is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in Reception and an English teaching sequence in Key Stages 1 and 2 leading to daily discussion about the text.
- Children are encouraged to discuss and respond to what they and others have read in lessons, story time and during any other opportunities that arise throughout the day.
- 'Buddy sessions' across Key Stages 1 and 2 aim to develop an intrinsic love of reading. Children take ownership of the session structure under the guidance of the class teacher, participating in informal English reading and writing activities. This also enhances teacher knowledge of the children's reading practices.
- A range of regular events to engage pupils with the joy and wonder of a wide range of text types, so they are confident, enthusiastic and motivated to read for pleasure. Events include Reading Buddies, World Book Day, The Masked Storyteller, Reading in Strange Places, School Trips (ie Roald Dahl Museum) and reading challenges.



- We provide a supportive learning environment with inviting book corners in every classroom enabling the children to have access to engaging books. Our main library has a good range of topic, fiction and non-fiction books as well as story sacks. We have a range of audiobooks to support diversity, topic learning and the children's interests.
- Our school librarians run weekly playtime storytelling sessions for Reception children and provide fun supporting activities to accompany the story book. There is also a weekly Yoto audiobook session for all children across the Key Stages.
- We are establishing an inviting outdoor 'The Oaks' reading area to encourage children to read for pleasure during playtime and lunchtime.
- We have joined 'The Scholastic Book Club' to encourage children across the school to enjoy a range of quality books to read for pleasure.

### **How do we assess reading?**

We build a picture of a child's reading behaviours, including their views on reading, by gathering evidence from:

- Phonics, reading practice sessions and guided reading lessons
  - 1:1 reading
  - Running Record Assessments
  - Reading Age tests
- Reading events
- Pupil voice

In Reception children are assessed against the Reading statements in the Development Matters document and EYFS Reading Early Learning Goals.

KS1 and KS2 children are assessed using the National Curriculum objectives.

### **Meeting the needs of all our learners:**

Meeting the needs of all our learners at Woburn Lower School -

We believe that sometimes phonics is best supported when taught in ability groups. This enables the teaching to be targeted more accurately so every child receives the correct amount of support and challenge to ensure they blend words to begin reading as quickly as possible. The 'Phonics Reader' books are decodable and match as closely as possible, the sounds and words each child is currently learning to enable them to achieve success and



develop confidence to 'see' themselves as readers. Phonics is taught using a multi-sensory approach with visual images, rhymes and practical activities as part of the lessons. This appeals to all learning styles. Reading comprehension is taught during reading practice sessions and as a whole class. To enable the children to fully focus on developing their understanding of the different aspects of reading, sometimes, the text is read to the children by an adult or partner. As the children work together, under the guidance of the teacher, they are supported by the skills they all possess to share understanding and ideas. This in turn promotes learning and progress. Children requiring extra support for phonics and reading are identified swiftly through rigorous assessment. Extra support is available through preteaching and overlearning with the aim of enabling them to make rapid progress to 'keep up'.

If progress is not made, extra intervention and specialist support will be investigated. All children are stretched and challenged in phonics as they learn and recall new sounds and key words. Regarding reading comprehension, stretch and challenge occurs at every level as children are required to explain and reason their understanding of a text.

### **What support and information do parents receive?**

Parents of children in Reception, Key Stage 1 and 2 are invited to a Reading and Phonics information afternoon to gain insight into supporting their child's reading development at home.

Parents are expected to read with their children at least three times a week and comment in the home reading records. Daily reading is encouraged.

Information for supporting reading at home is available on our website.

Additionally, we provide a termly 'Reading Corner' newsletter to keep parents informed of all of the exciting activities we have planned for reading over the following term along with tips and helpful information to support reading at home.

### **Assessment**

Children's reading will be assessed in both formative and summative ways:

- Teachers will assess children's reading skills during daily phonic lessons.
- Half - termly phonics assessments for all children in Reception and KS1.
- Statutory Phonics Screening Check at the end of Year 1.



- Reading assessment during 1:1 reading sessions and whole class reading
- Peer and self-assessment are useful tools which encourage the children to become reflective learners.
- As appropriate children will complete reading comprehension assessments.
- Relevant statutory assessment frameworks will be used throughout the year and when making final assessment judgments.

### **More Able**

More able children will be provided with opportunities to extend their reading skills by exploring more challenging texts. Differentiation will enable more able learners to be challenged within the context of a lesson to ensure their full potential is reached. High quality reading material will be used and reading that exceeds expectations will be modelled throughout the school.

### **SEND**

Children who are making less than expected progress with reading are quickly identified so that appropriate support can be put into place. Progress will be monitored carefully to measure the impact of the support or intervention programme used. Where progress continues to be a concern, the SENDCO is consulted to plan further support.

### **Our Impact**

We aspire for our children to be fluent, confident and able readers who can access a range of texts for pleasure and enjoyment. The children at Woburn Lower School will be able to use their reading skills to unlock learning in all areas of the curriculum and will have the opportunity to enter the wide and varied worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles will be enhanced. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Reading is the golden thread running through a child's journey at Woburn Lower School. When they leave us, pupils will possess the reading skills and love of literature that will help them to enjoy and access any aspect of learning they will encounter in their future.



We aspire for our parents to have a good understanding of how they can support and contribute to reading at home alongside the positive impact they have on their child's reading experiences and love of reading.

**Headteacher/English Lead: Mrs P. Black**

**Date: September 2024**

**Review: September 2027**