



### **How do we prioritise reading?**

- Our classrooms offer pupils access to a wide range of reading resources of all genres, both as traditional texts and online. Pupils have regular opportunities to select their own reading materials and choose where to read them, reinforcing reading for pleasure and encouraging a love of books.
- Through our curriculum staff expose pupils to a wide range of stimulating texts and genres which support development of decoding, fluency, prosody and comprehension as well as modelling good practice and demonstrating a love of books and reading.
- We celebrate reading as a whole school community through events such as our Book Oscars Awards, Book Fairs and our Extreme Reading competition. We promote the importance of continuing to read during school holidays with Reading Bingo challenges and encourage all pupils to participate in the library Summer Reading Challenge.
- In EYFS and KS1 children are heard read at least twice a week (either individually or in a group), with those identified as needing intervention reading at least 4 times a week with an adult. In KS2 targeted children receive daily intervention to develop identified aspects of reading such as fluency or comprehension. Across the school, there is a robust system of targeted and personalised interventions to support reading in place, e.g in the form of phonics intervention or precision teaching.
- Phonics teaching begins in our nursery and continues into Year 2 and LKS2 as deemed necessary by cohort. We follow the ***Little Wandle Letters and Sounds Revised*** programme.
- Our reading scheme, **Big Cat Phonics for Little Wandle Letters and Sounds Revised**, is fully matched to our chosen phonics programme. Children read and re-read carefully chosen, fully decodable books which match their current stage of phonic knowledge.
- KS1/LKS2 children on the Big Cat reading scheme develop reading for pleasure by choosing their own book (from the appropriate book band) to take home at the weekend and parents are clear that these will not be fully decodable. All pupils have regular visits to choose books from the school library.
- Accelerated Reader is used in KS2 to ensure teachers monitor and manage pupils' independent reading practice.
- In KS2, regular Whole Class Reading sessions expose children to a wide range of texts and genres. VIPERS questioning is used to develop comprehension and vocabulary.
- In EYFS VIPERS questioning is used during individual and group reading as well as class story times.
- In KS1 our Whole Class Reading into Writing approach ensures that high quality texts are at the heart of our curriculum.

### **How do we promote a love of reading?**

- A love of reading is embedded in our school culture and we model and share good reading practice at every opportunity. Daily strong modelling of reading by school staff teaches children to read fluently and with expression.
- Through our reading curriculum staff expose pupils to a wide range of stimulating texts which support development of decoding, fluency, prosody and comprehension as well as modelling good practice and demonstrating a love of books and reading.

- Pupils have regular opportunities to choose their own books from class libraries as well as our main library. They are taught how to choose a book that will interest them, as well as being encouraged to sometimes make more adventurous choices.
- Pupils and staff share their love of reading during our Books Oscars event, tied in with our World Book Day celebrations, by nominating their favourite book for an award. These book reviews and corresponding books are then kept in the library to encourage other pupils (and staff) to read them.
- Our Read Aloud and Book Club initiatives allow staff to model good Reading for Pleasure habits, to share book recommendations for groups and individual pupils and also give children opportunities to be “peer influencers” for books and reading.

### **How do we make sure all pupils make progress?**

- Content and sequencing of ***Little Wandle Letters and Sounds Revised*** phonics programme from Nursery to KS1 (and LKS2 as deemed appropriate).
- Phonics is taught following the ***Little Wandle Letters and Sounds Revised*** progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of revisit/review, teach, practise and apply.
- Classes are taught together so that all pupils meet their class daily learning with intervention taking place in addition.
- After whole class learning EYFS pupils move into smaller groups to complete the practise and apply session at a level appropriate to their needs.
- Regular and robust assessment quickly identifies whole class and individual next steps for teaching and intervention.
- Dedicated TAs plan and deliver effective phonics intervention in KS1 and LKS2 based on formative and summative assessment.
- Reading intervention is in place for pupils across the school who need more support, for fluency and comprehension as well as decoding.
- There is a very strong and committed focus on the lowest 20% of pupils in classes and cohorts who receive regularly reviewed, personalised phonics and reading interventions designed to enable them to make the best possible progress.
- In KS1, pupil progress is monitored by staff who regularly hear pupils read and then move them through the book bands in line with their current phonic skills. This continues for some pupils into LKS2.
- In KS2, termly Star Reading tests and the Accelerated Reader programme ensure that children are reading within their ZPD (or optimal reading level range), that they comprehend the texts they read and that they progress accordingly. Staff listen to children read and monitor their reading comprehension results, putting intervention into place where required.
- Staff across the school are aware of the progression of reading skills across all key stages and can use this to support pupils.
- We offer support for parents in engaging in successful phonics and reading at home, as well as providing advice on supporting developing comprehension skills.

### **How do we match pupils’ reading books to their phonic ability?**

- Pupils’ skills in decoding and blending are assessed regularly and tracked so that staff know their current level of attainment in phonics.
- Staff in EYFS/KS1 (and into LKS2 as necessary) choose fully decodable books from our reading scheme **Big Cat Phonics for Little Wandle Letters and Sounds Revised**, linked to our chosen phonics

programme, which are read at least 3 times from Monday to Thursday in order to support decoding and fluency skills.

- Staff move pupils on to the next book band level when they have mastered their current level and have the phonic skills needed to progress. The Big Cat scheme provides detailed assessment criteria and notes from group sessions are also used to inform this.
- We have a selection of Copper, Topaz and Ruby books which we use to bridge the gap for pupils who reach the end of book bands in KS1. These allow pupils to develop their core reading skills before moving on to becoming a post scheme reader.
- The Big Cat Phonics Progress books support LA pupils in Year 2 and LKS2 who are on very low book band levels by providing texts which are both phonically decodable and more suited to their age range.
- KS2 use the Barrington Stoke range of books which are designed to support dyslexic and reluctant readers.
- Staff monitor the books chosen by free readers to check the books are appropriate and there may be spot checks to assess fluency and comprehension.

### **How do we teach phonics from the start?**

At Alverton School we use systematic, synthetic phonics teaching as the key to reading and writing, beginning in the pre-school class in our Nursery. Our chosen phonics programme is ***Little Wandle Letters and Sounds Revised*** which is used with fidelity and consistency in EYFS and KS1, continuing into Year 3 as needed by individual cohorts and/or pupils. Pupils learn GPCs in a specific order and we also ensure that they are familiar with letter names for spelling non-phonetic words. Please see our Phonics and Early Reading Policy and phonics progression documents for full details.

### **Progression in phonics in EYFS and Year 1**

Please see our separate phonics progression documents for full details.

### **Phase 6: (Year 2)**

Initial assessment of Year 2 pupils will identify any gaps in learning which will be addressed by either whole class teaching or intervention using ***Little Wandle Letters and Sounds Revised***. In Phase 6 pupils continue to develop their reading skills as well as focusing on grammar, punctuation and spelling accuracy.

### **How do we support pupils to catch up?**

- All pupils are assessed in phonics on entry to Year 1 and 2 (and Year 3 if necessary) and an appropriate whole class starting point is determined, with revision and consolidation planned in as necessary.
- This assessment also immediately identifies pupils for personalised phonics and reading interventions.
- Initial assessment in KS2 determines pupils in need of extra support in all areas of reading and intervention is immediately put into place.
- Intervention in reading and phonics is tracked and regularly reviewed by staff and English lead to ensure all pupils are making progress.
- Pupil progress and data meetings with DHT ensure that leaders have an overview of progress in reading across the school.
- Pupils who do not attain the PSC in Year 1 become priority for interventions.
- Where progress becomes a concern, parents are offered advice on how best to support at home.

## How do we train staff to be reading experts?

- All staff receive regular reading and phonics training (available on demand as part of ***Little Wandle Letters and Sounds Revised***) to keep up to date with current initiatives and best practice. This may be a specific focus on the SDP, a personal target identified in performance management, or specific training identified by staff and may include in-house training or external training depending on the needs of the staff.
- English Lead/HT/DHT/SHIP conduct monitoring which leads to action points to be shared with staff to further develop good practice.
- English Lead regularly liaises with colleagues across TPAT to share ideas, resources and good practice which are then shared with school staff.
- English Lead researches best practice and new initiatives in phonics and reading and leads staff meetings to share these with staff.
- English Lead delivers whole school INSET sessions and regularly updates the “5 minute read on reading at Alverton” which is shared with all staff.
- English Lead monitors reading across the school and is available to support and coach staff where required.