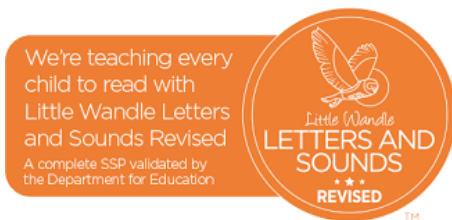


Angram Bank Primary School

Reading and Phonics Policy

Phonics



We understand that it is essential that we teach **phonics first** and intensively making sure that every child learns the phonetic code quickly. The National Curriculum requires us to teach phonics because it forms the building blocks of reading that every child needs to master the phonetic code as quickly as possible.

At Angram Bank Primary School we teach **phonics from the start**. Children begin to learn about sounds in Nursery and are taught their first GPCs in their final term before entering Reception. Our phonics programme **matches the expectations of the English National Curriculum and Early Learning Goals**. We have clear expectations of pupils' phonics progress week by week from FS2 to Y2 (see Phonics overview). This programme **aligns with the sequence of our individual reading books** which show a cumulative progression in phonics and common exception word knowledge.

Children who fall behind are **identified quickly** and are given targeted support immediately. In order to do this we have ensured that **all our staff** have been trained in the teaching and assessment of reading and phonics, all staff have had

the opportunity to watch reading and phonics being taught and are able to draw on the expertise of other staff whenever needed.

The week by week and term by term expected progress in phonics can be found in the Phonics Overview and at the end of this document.

Reading

At Angram Bank Primary School we prioritise reading and are determined that every pupil will learn to read, regardless of their background, needs or abilities.

Through reading we aim to develop pupils' vocabulary and language comprehension and introduce new concepts and ideas.

We understand how important it is not only to teach children to be fluent, confident readers but also to excite and engage them building a passion for reading and a deep love of books.

Children are therefore provided with a rich diet of reading and access to books from the moment they enter Nursery to the day they leave Year 6.

Reading throughout school is taught in a variety of ways:

- Reading in provision in EYFS
- Phonics Lessons
- Retelling stories
- Individual reading
- Reading Spotlights
- Whole Class Reading Lessons - Rocket Reading and Let's Think in English
- SPAG Space Station

- Specific teaching of inference skills
- Listening to reading and reading individually on Seesaw
- Guided Reading
- Little Wandle Together Time
- Use of The Reading Spine and Reading Spine Reconsidered
- Story Together Time
- The home reading *Great Reading Adventure* where children fill bookmarks each time they read in order to win badges.
- Whole Class Reading and individual research for cross curricular activities.
- The use of specific resources such as Read Theory, 60 second reads, Story magazines, Picture news, Children's newspapers: First News, CGP study books.

We enhance our provision and promote a wealth of reading opportunities in a variety of ways: Displays linking reading to the wider curriculum; The Reading Garden; Time dedicated to independent reading; The School Library Service and visits to and from the library. Authors also teach sessions to groups. We also give books as gifts and rewards during the year, and as prizes for the Reading Stars each week in Celebration Assembly.

Reading Progression

Each half term, the children's phonic phases are determined using the Little Wandle Assessment. This automatically places them on the Little Wandle Heatmap which informs next steps. Books are then matched to their phonic level and these books include common exception words in line with each phase.

When a child reaches Phase 6 they continue their reading journey on book bands. These can be checked using PM Benchmark tests.

The progress of children in reading is carefully tracked and then discussed in Half Termly Health Checks and Pupil Progress Meetings. The bottom 20% of children in reading for each class are our Spotlighters. They each have an ITP containing reading targets which are worked on in interventions and throughout the day. This is a fluid process and our ambition is that children can be caught up quickly.

Reading Interventions

Foundation Stage 1

- Concept Cat

Key Stage 1 and Foundation Stage 2

- Phonics intervention
- Spotlighters
- Priority readers
- Little Wandle Together Time
- CUKU

Key Stage 2

- Priority readers
- Toe by Toe
- Paired reading
- Y3 Phonics intervention
- Study Skills
- CUKU
- Year 3 Little Wandle groups

Reading and phonics is discussed with parents in workshops, meetings and parent consultations. Children are also set reading challenges on Seesaw. Parents can access support, information and guidance through a link to Little Wandle.

We have all our Little Wandle Together time books available to parents as an eBook. Parents can then read the exact book their child has read in Little Wandle Together Time at home with their child.

We have a large library of individual reading books for children to take home. Each book is matched exactly to the phonic phase of the child.

How do we teach phonics?

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.

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 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 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.

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 and above 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.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Little Wandle Together Time: 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
 - 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
 - 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.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- A decodable reading practice book is taken home to ensure success is shared with the family.

- The exact book a child has read in Little Wandle Together Time can be accessed as an e book.
 - Reading for pleasure books also go home in Reception 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.

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 the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

SPAG Space Station

Following on from the strategies used to teach phonics, we have been developing and using a similar format to enhance the children's knowledge and skills in spelling pattern recognition, rapid word reading, accurate sentence reading and application of the learning in written format. The lessons are designed to take place every day and are of approximately 10 - 12 minutes duration.

SPAG Space Station allows children to revisit previous learning -this may be from previous years or learning from the current year (especially important during this time of catch up and keep up after lock down) - and build on these skills. They provide a format where vocabulary that children will be coming across in their

reading, writing or cross curricular subjects can be pre-taught investigated and rehearsed - this allows for pre-learning and over-learning which is extremely valuable for many children but especially SEND. The sessions allow children to benefit from rapid and frequent revisiting of spelling patterns, words and sentence structures, and naturally provides a multi-sensory experience.

Rocket Reading lessons

Rocket Reading Lessons are based on ideas from Ashley Booth (A KS2 Reading Curriculum - The Teaching Booth), but have been developed further to meet the needs of Angram Bank children from Nursery to Year 6. They consist of up to 45 minutes of dedicated daily reading lessons and are intended to provide children with opportunities to read aloud and at a good pace. They are designed to familiarise children with a whole range of texts and genres, build stamina and fluency in reading, practise skills in oracy, develop confidence in finding their way around different texts and styles of writing, understand content, and build on the skills and ability required to respond to a range of questions linked to the texts both orally and in written form.

Over one week, as well as exploring aspects of the class story time together novel (KS2) the lessons allow children to experience a whole range of genres and subject matter. In this way children are exploring many aspects of a whole range of text types.

Depending on year group, particular features will be identified in every text: title, author, illustrator, genre, purpose, audience, writing style, content and vocabulary (subject specific and technical terminology).

Texts during the week will be linked in some way-they may be matched to a theme or genre being covered in the novel being read in story time together. For example, *The Boy at the Back of the Class* could have linked texts which cover refugees (explanation or report), evacuation during WW2 (letter) and an extract from a fictional text (E.g. *Goodnight Mr Tom*); writing lesson and other areas of the Big Bus Curriculum will also be utilised , e.g. journalistic articles, informative texts, non-chronological reports, poetry, history, science or geography themes; or they may be about an area of particular interest or subjects that are currently

in the news - such as extreme weather, natural disasters or national and global interest such as Tim Peake's visit to the ISS or the Perseverance rover Mars landing - these will provide cultural capital experiences that some children may otherwise not come across.

During these lessons, dependant on the year group, a quick starter quiz will give children practise in the use of skimming and scanning techniques and 'right there' questions, VIPERS (vocabulary, inference, prediction, explanation, retrieve, summary) and SATs style questions will then be posed. Vocabulary and question stems from SATs will be utilised - What impression do you get from... Find and copy one word/phrase that suggests.... These types of questions are deeper and require more knowledge and skills. They will be addressed by children in different ways- independently, paired or after a class discussion. Some responses will be verbal, whilst others will be written. Giving children opportunities to verbalise their answers allows them time to practise oracy skills- structuring their thoughts and vocabulary to create fluent grammatically correct sentences.

With the implementation of our Reading Curriculum it is our intention that every child will become a confident and competent reader who not only enjoys the thrill and excitement that a good book can bring, but can discuss and debate the content of a wide range of texts and genres. We hope to nurture not only a love of reading but also a knowledge of the purposefulness of reading and the consequential fulfilment that it can bring.

Let's Think in English

LTE is a teaching programme that help pupils develop the reasoning skills needed for success in English. It is very important for the new primary National Curriculum with its emphasis on mastery. The programme consists of high-interest lessons all using English texts - fiction, poetry, non-fiction and film. LTE has three distinctive features:

- The programme raises attainment of all pupils but particularly helps less able pupils thrive and make good progress.
- LTE encourages the growth mind-set that Carol Dweck has shown is so important for increasing pupils' attainment as well as their self-confidence.

Because all pupils' ideas are discussed on an equal basis without praise or criticism, this encourages them to take risks.

- LTE provides ongoing support using model lessons and does not leave teachers to devise their own approaches and materials.

Each LTE programme consists of from 15 to 30 activities intended to be used over one or two years. An LTE activity is done fortnightly with a bridging gap in-between. The activities are grouped into particular types of thinking called "Reasoning Patterns" which underlie all high-level thinking and can be applied to many different contexts. Each activity has detailed instructions for the teacher and many have sample materials that can be copied for learners.

Phonics Overview

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none">• words with s /s/ added at the end (hats sits)• words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Reception Summer 2

	Phase 4	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root word ending in: -er, -est longer words	

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /l/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	
