

Phonics and Reading at Montpelier Primary School

Intent

Phonics

At Montpelier 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 Foundation 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 Montpelier 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 Montpelier 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 Phonics and 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* programme.



Implementation

Daily phonics lessons in Foundation and Year 1

- We teach phonics for 30 minutes a day. In Foundation, 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.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Children in Foundation 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.

Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has 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. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- 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.

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
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.

- In Foundation 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 Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Whole class Reading Lessons; Year 2 and Key Stage 2

- All children are taught specific reading lessons; this is in addition to their English lessons. The purpose of this is to teach the **ten active reading skills** required to become the confident, fluent readers with excellent understanding, which we aim for. These active reading skills include: skimming, scanning, predicting, inferring and summarising. As with phonics, we work hard to ensure that these lessons are engaging and enjoyable, using quality texts to inspire and motivate the children.

Reading Skills (highlight)					
Skimming	Scanning	Predicting	Comparing/Contrasting/Connecting	Imagining	
Inferring	Questioning	Tackling Unknown Words	Adjusting Reading Rate	Summarising	

Home reading

- The decodable **reading practice book** is digitally assigned to pupils working on Little Wandle each week 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.
- 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.
- All pupils take home a book they have personally selected from their class or school library to read for pleasure at home.
- Pupils working who are working on developing their fluency, comprehension and reading pace in Key Stage 2 take home a colour banded book to build their skills in these areas.

Book Bands										
Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime





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 aim to share books at every opportunity. Children never grow tired of listening to a good story or poem and all class teachers are heartened and motivated by this. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Montpelier 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 foundation and year 1, children have access to the reading corner every day in continuous provision and the books are continually refreshed.
- Children in Foundation, Year 1 and 2 use the online reading log **'Learning with Parents'** to share their home reading with their teachers through comments, pictures and audio recordings. These are shared and celebrated in school to ensure home reading is valued by all.
- The **school library** is made available for classes to use at protected times. 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).
- Every term, each class chooses an **Class Author** to explore. This inspires children and encourages them to appreciate the wealth of quality literature available. Each year, classes are chosen to help test books for **The Red House Book Awards**. This is an opportunity to discover some of the best new children's authors and books.
- Monthly newsletter **Montpelier Reads** is sent to parents and shared on our Facebook page, it includes reading news, book reviews and useful websites. This was launched by the reading team to continue to raise the profile of reading in our school community.

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** for Foundation and Year 1 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.
 - 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.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - in Year 1, 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 Year 1 children, this is when they 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.
- A **placement assessment** is used:
 - with any child new to the school in Foundation 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.

Ongoing assessment for children in Key Stage 2:

- Children in Year 3 to 6 are assessed through:
 - Formative assessments against specific learning objectives planned for whole class reading sessions
 - Book Talk assessments** take place termly, during 1:1 sessions with the class teachers. This identifies whether children need to remain reading **banded books** to build fluency and additional comprehension skills. Gaps in learning are highlighted and used to inform planning.
- Whole school and cross school moderation ensures our assessments are accurate and consistent.

Book Talk Y2 Name: _____ Date: _____

Recommended text for pupil at EKS (a Squash and a Squeezed)



Common Exception Words

by	the
a	one
me	my
do	go
house	time
use	again
add	also

Suffix Words

happy	happier
knowing	knowingly
enough	enoughly
reading	readingly
charged	chargedly
jumped	jumpedly

Polysyllabic Words

happier	happierly
knowing	knowingly
enough	enoughly
reading	readingly
charged	chargedly
jumped	jumpedly

THE ABILITY

Read words accurately and fluently without sound blending and sounding.

Read sufficiently fluently to allow them to understand the text without their decoding skills.


Read with sufficient accuracy to allow them to understand the text without their decoding skills.

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Book Talk Y2 Name: _____ Date: _____

Recommended text for pupil at EKS (Making a Space Shuttle)



Common Exception Words

people	because
door	climb
mind	break
cold	could
pass	could

Prefix Words

introduction	looked
getting	comes
lying	standing
launched	booster
covered	burning

Polysyllabic Words

firework	extraneous
atmosphere	orbiter
collecting	materials

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Date: 12.11.19

I.O. Can I discuss and sequence events from the story?

Write the numbers 1-5 in the boxes to show the order these events happened in the story.

- 2 Dragon met a pig building a house of sticks.
- 3 Dragon met Jack and the giant.
- 1 Dragon sees a little biscuit man.
- 4 The Giant blew out the sun.
- 5 Dragon saves the day.

