

## **Reading Offer at Ghost Hill September 2023**

### **Our Phonics Programme and the Teaching of Reading**

We believe that all children can learn to read through quality, systematic teaching of Phonics.

The Reading Lead is the Headteacher.

English is prioritised and is taught in the mornings.

At Ghost Hill we use the DFE approved programme, ' Little Wandle, Revised Letters and Sounds.' This is because it is consistent, synthetic, has progressive planning and has linked decodable books. We show fidelity to the scheme.

The Little Wandle Catch Up Programme ensures that children receive rapid intervention at an early stage; this is in the form of daily keep up sessions. This ensures that the right children receive the right support at the right time, closing the gaps before they widen.

Children have daily Phonics lessons. In Nursery the children work within the Foundation for Phonics Programme. Children who are ready; begin learning Phase 2 in the summer term of Nursery – working closely with the Reception teachers.

Children in Reception start phonics lessons in week 2 in September. This starts at 10 minutes and builds up to 20 minutes.

A print rich environment supports individual reading.

KS1 have 30 minute daily phonics lessons.

All children experience phonics throughout the day and no opportunity is missed ( lining up time, within other lessons. )

- In Reception and Year 1, phonics is taught daily and there is a review session on a Friday.
- Phonics starts in reception in week 2 to ensure the children make a strong start.
- By the end of Reception, children will have been taught up to the end of phase 4.
- By the end of Year 1, children will have been taught up to the end of phase 5
- In the first half term of Year 2 gaps are addressed from the Summer Term of Year 1. The teaching is carefully matched to the children's gaps in that class. Once the children have been assessed using the Year 2 Phase 5 review assessment and gaps have started to be filled

they start the Year 2 Bridge to Spelling and Year 2 Spelling Programme. Children in Year 2 who have not passed the Year 1 Phonics check are prioritised in keep up sessions and daily reading. Details of this can be found in the Little Wandle guidance.

Children have reading practice sessions 2-3 times a week from Reception to Year 2. They also have a weekly library time with their class, 3 times a week designated story time and daily immersing in books in The Write Stuff lessons.

Reading Practice Sessions cover the alphabetic code, prosody and comprehension from Reception to Year 2.

Fluency is taught by modelling, practising reading individually, with the teacher, together and at home. Phonics teaching leads to fluency. We encourage children to read with automaticity to support their fluency when reading.

Children take home a reading scheme book and library book weekly. Children choose their own library book and share this with their families. The reading scheme books that the children take home match the sounds the children know and have been taught. These are fully decodable. Parents are encouraged to write in the Reading Records, and class staff respond to these comments and comment when they have also heard the child read. The children keep these books for a week to support with re reading and fluency.

The lowest 20% are heard read most days by known class adults and reading volunteers. This isn't always the same adult.

We have purchased resources to match the Little Wandle Programme so there is consistency in all year groups and all classes. This is constantly reviewed by class teachers and the Reading Lead and we are currently increasing the number of books at each colour band.

### **How we assess reading:**

**Formative:** When hearing children read we assess and make comments in reading records. During Reading Practice Sessions we make assessment notes. We assess how children engage with the daily phonics sessions. Children are also assessed with how they can access the rest of the curriculum and the links to reading and phonics.

**Summative:** We assess phonics halftermly using Little Wandle Assessments which build progressively. Children also take a standardised test from the summer term of Year 1 and throughout year 2. These assessments are used along with teacher's professional judgement to decide whether the child meets, doesn't meet, or exceeds the expected standard in Reading.

**National** – At the end of Reception children are formerly assessed as part of the Early Years Foundation Stage Profile.

In Year 1, June, children partake in a National Phonics Screening Check.

Children who do not meet the expected standard in Year 1 Phonics Check retake in Year 2 in June.

This data is submitted to the Local Authority and Trust.

### **Continuous Professional Development for staff**

CPD is prioritised for all staff. Most recent training has been the 6 Modules on Little Wandle. In addition to this staff are expected to watch the training videos frequently to see exactly how aspects of the Little Wandle programme and specific lessons need to be taught.

Frequently the teaching of Reading is addressed in weekly Professional Development meetings for teachers. This is where moderation takes place as well as the sharing of ideas.

The English Lead attends halftermly primary network meetings with other English Leads from the Trust led by the Director of Education for the Trust.

Leaders meet frequently with the teachers to discuss the progress of all children; and more formally at the end of each term in Pupil Progress meetings.

### **Reading for Pleasure and Enjoyment:**

Staff read to children in 3 designated Story telling sessions throughout the week ( Tues, Wed, Thurs ) One of these is mystery reader where a surprise person usually a parent or another member of staff, known to the teacher, reads with the children. This is popular with children and parents.

Each year group has 6 books they are asked to read to their class throughout the year – recommended by Norfolk Children’s Book Centre and the Reading Lead. The books chosen are intentional and match the year group – lots of repetitive phrases and words in Early Years and as the children develop; the book choices introduce more complex vocabulary and deeper themes. Some books these children might have seen before and some are recently written. They are also written by a diverse group of authors.

Our curriculum lends itself to quality books and texts being shared in other parts of the day. An example is in History where Year 2 are learning about the Great Fire of London. They have enjoyed non fiction books and on screen texts to immerse themselves in what it would have been like at the time. The pictures in the books bring the subject alive.

In The Write Stuff daily lessons there is also a book shared with the children. These are quality texts that Jane Considine has recommended to go along with the unit plans. The focus here is specifically increasing the children’s vocabulary and developing their imagination.

Our Year 2 library leaders read/share books with younger children in the library most lunchtimes.

Book corners have been prioritised and are welcoming to the children. There are daily opportunities for children to access the book corner, independently select books and share them with others.

### **How we involve parents and carers:**

Parents have been invited to a Reading Information Session at the end of September. The information shared is also on the school website, so no family misses out.

Parents contribute to Mystery Reader story sessions weekly.

We encourage parents and carers to read with their children and to comment in their child’s reading record.

Headteacher Awards are often related to reading and phonics and this helps parents understand how their child is progressing.

Termly Parent Teacher Meetings and a Summer Report about their child's progress and suggestions of next steps in their learning.

Parent Focus Group – forum for discussion about Reading in November 2023. Outcomes of these discussions are reported to the Trust.

