Shiplake C.E. Primary School
Memorial Avenue
Shiplake , Oxon
RG9 4DN
0118 940 2024
office.3810@shiplake.oxon.sch.uk

'I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you' Psalm 32.8

Shiplake CE Primary School

English (Phonics and Early Reading) Policy

The context of our school

It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background. We are committed to instilling a love of reading and books whilst providing high quality teaching of decoding through phonics and reading teaching. Shiplake C of E Primary School is part of a small community. 141 children attend Shiplake currently of which 3.55% (5 children) are PP, 4.96% (7 children) are EAL and 8.51% (12 children) are on the SEND register. Parental support at Shiplake is high as is engagement with homework. Attendance is generally high.

Intent

Phonics (reading and spelling)

At Shiplake C of E Primary School, we believe that all our children can become fluent readers and writers. We teach reading through Little Wandle which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression document, 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 Shiplake C of E 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 in order to acquire crucial skills for reading and writing in all subjects.

Comprehension

At Shiplake, 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.

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Implementation

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.
- We follow the Little Wandle Letters and Sounds 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 Phase 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 is kept in line with expectation.

- 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 who is not fully fluent at reading or has not passed the Phonics Screening Check. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

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

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    - 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
    - teaching children to read with understanding and expression
    - comprehension
- 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 Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
    - Reading for pleasure books also go home for parents to share and read to children.
    - Workshops are held in school to explain the phonics programme and how parents can best support at home.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

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.

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- Weekly progression maps each element of new learning to each day, week and term for the duration of the programme.
- Shared resources ensure consistency across groups.
- English subject lead and KS1 lead use the Audit to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

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 read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Shiplake 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 Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception to Year 2 have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- Each class visits the local library every half term. (post covid)
- The school library is made available for classes to use at protected times.
- Children attend Henley Literary Festival yearly.
- Children have daily opportunities to share books.

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- Year 6 and Year 1 buddy system promotes reading with others and modelling of book enjoyment.
- Children in Year 6 monitor the library and are responsible for taking care of the books.
- Children across KS2 create whole class scrapbooks of favourite books read.

Impact

Assessment

Assessment will be 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 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.

September 2024
3 year review
Bee Lloyd-Jones – English Co-ordinator