

Welton Primary School Reading and Phonics Policy

We believe that developing reading skills is one of the core purposes of primary education. Children need to be confident, fluent readers who enjoy books and can use their skills to access all areas of the curriculum. This is why we teach reading through Unlocking Letters and Sounds, which is a systematic synthetic phonics programme.

Aims

We aim for the children to:

- Develop a love of books and to read for pleasure
- Experience a stimulating book area in every class
- Progress through the Welton School Reading Scheme
- Read to a teacher at least once a week
- Use a phonics first approach to learning to read
- Develop an increasing knowledge of Common Exception words
- Read a wide range of different types of literature
- Understand the layout and function of different types of books
- Understand texts and respond to questions to develop comprehension skills
- Use books to find out information
- Read regularly at home to practise reading skills and increase fluency

Curriculum

The reading curriculum is based on the Midsomer Norton Schools Partnership Reading Curriculum Progression document which is based on the National Curriculum statutory and non-statutory expectations.

Phonics

We use Unlocking Letters and Sounds which was validated by the DfE in December 2021.

At Welton Primary School we have a phonics first approach to reading.

We start teaching phonics in Early Years and follow the [Unlocking Letters and Sounds](#) progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Consistency is at the heart of our teaching across every year group.



In Nursery, we sing songs and play oral blending games. From the start of Reception, we teach daily phonic sessions continuing across Year 1 and into Year 2, using a systematic approach by following the Unlocking Letters and Sounds programme.

Daily phonics lessons in Reception, Year 1 and Year 2

We teach phonics for approximately 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 the first few weeks of Term 1.

We follow the *Unlocking 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.
- Children in the first terms of Year 2 review Phase 5. They move on to learn other Year 2 National Curriculum spelling patterns.

This is supported in Key Stage Two and, where necessary, it is taught as an intervention.

At Welton 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.

Home/School Reading

In both our guided reading sessions at school, and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. In these crucial early stages of reading we use individual reading books from Ransom Reading Stars Phonics, to ensure fidelity to the Unlocking Letters and Sounds progression we follow.

The children progress through the reading scheme from term 1 in reception, throughout Key Stage 1 and in some cases into Key Stage 2. All books up to Phase 5C Mastery are fully decodable and relate to the Unlocking Letters and Sounds phonics phases. Children are not given books to read that contain graphemes that they have not yet been taught.

Children will only progress onto the next reading stage when they are confident with all of the content of the phonics programme, and they are accurate, fluent readers with good comprehension. This is typically from term 3 in Year 2 onwards.

Reading Book Progression

Level	Earliest they can read
Pre readers-no words	Nursery/Reception
Unlocking Letters and Sounds Phase 2	Reception Term 1
Unlocking Letters and Sounds Phase 2 Revision	Reception Term 1
Unlocking Letters and Sounds Phase 3	Reception Term 2
Unlocking Letters and Sounds Phase 3 Mastery	Reception Term 3
Unlocking Letters and Sounds Phase 4	Reception Term 5
Unlocking Letters and Sounds Phase 4 Mastery	Reception Term 6
Unlocking Letters and Sounds Phase 4 Revision	Year 1 Term 1
Unlocking Letters and Sounds Phase 5a	Year 1 Term 2
Unlocking Letters and Sounds Phase 5a Mastery	Year 2 Term 3
Unlocking Letters and Sounds Phase 5b	Year 1 Term 4
Unlocking Letters and Sounds Phase 5c	Year 1 Term 5
Unlocking Letters and Sounds Phase 5b Mastery	Year 2 Term 1
Unlocking Letters and Sounds Phase 5c Mastery	Year 2 Term 2
Yellow	Year 2 (Term 3) onwards
Green	Year 2/3
Red	Year 3/4
Blue	Year 5/6

Once the end of the reading scheme has been reached, children are encouraged to choose their own reading material from either school or home and they become an 'independent reader'. We have organised our school fiction books into colour bands based on the complexity, length and content of the stories, in order to guide their choices. Please note, these bandings are for guidance only. Children can select from any of the bandings; however, staff may guide them to a particular band dependent on their reading ability.

Teachers will monitor the choice of books for independent readers to ensure that children read a range of texts at a suitably challenging level. Children will be trained on how to use the library to choose the most appropriate free reader books. Class teachers are

encouraged to provide a collection of appropriate recommended books within the class book corner from which the children may choose.

In addition to their reading scheme book or an independent reader book, children are able to visit the local library or use our school library to choose books for pleasure which they can take home and share with their families.

Parents will listen to their children read, keep a record of progress and make comments in a reading record book at least 3 times a week from Reception to Year 6. Whilst following the Unlocking Letters and Sounds Reading Book scheme, the children will read the entire text 3 times to build fluency and comprehension. This will be regularly monitored by teachers. Where appropriate class teachers may use a reading incentive to reward regular reading at home.

If a child's book is lost or damaged we expect parents to pay for this at the appropriate cost to help us replenish stocks.

Reading for Pleasure

All children will choose a library book to take home as well as their reading book. The library books are organised so that children may choose from a range of fiction and non-fiction books which may be at or beyond their reading level. The children are encouraged to choose books that they may read independently or to share with an adult at home.

All classrooms will have a stimulating and inviting book corner/shelf or area which promotes a love of reading for pleasure. These books will be carefully chosen and regularly updated/changed. Teachers will provide regular opportunities for children to share books with each other and will actively nurture a love of books. Teachers in all classes will read aloud to their class at least several times a week.

Guided Reading

Guided group reading is taught at least once a week in Reception (once children are competently able to decode and blend words) and KS1, following the Unlocking Letters and Sounds programme. In Key Stage 2, Whole Class Guided Reading takes place daily. All children have an opportunity to read aloud, discuss the text and to respond to questions to develop their reading skills. We study a range of genres in guided reading, and we reread the texts in order to encourage fluency. VIPERS is used as a basis for our questioning.

Alongside an adult led guided group, other children will participate in small group Guided Reading to help support rapid progress.

All children will read aloud to their teacher or teaching assistant at least once a week, either in guided reading, small group work or 1:1.

Assessment

In the Foundation Stage, we use Development Matters and the Early Learning Goals (and the appendices to the Early Learning Goals) to describe children's reading abilities. Children will be continually monitored throughout the year as part of our assessment process. We make a summative judgement about their word reading when the children leave the Early Years, indicating their progress against the Early Learning Goals. This is shared with parents.

Throughout KS1 and KS2, NFER/SATs reading assessment tests are used 3 times a year to assess progress and children are assessed against year group expectations and given a standardised score.

Throughout the school, teachers make ongoing formative assessments. In Reception and Y1, formative assessment is used weekly in phonics lessons to ensure no pupil falls behind. Weekly catch up is planned, where needed, to maintain this. Where pupils are not secure in grapheme phoneme correspondences or in the skills of blending and segmenting, further intervention will be planned based on the six Unlocking Letters and Sounds interventions.

Summative assessment is used every six weeks to assess phonics progress from Reception into Year 2 and for those who require ongoing support with their word reading. This identifies gaps in learning that need to be addressed, identifies any children needing additional support and informs the intervention support timetable. It is scrutinised through the *Unlocking Letters and Sounds* assessment tracker. A placement assessment is used with any child new to the school to quickly identify any gaps in their phonics knowledge and provide appropriate extra teaching.

In Y1 the children complete the statutory phonics assessment in June and SATS in KS1 (optional) and KS2 take place in May.

Parents are informed about their child's progress at parents' evenings and in their annual report.

This policy will be reviewed at least every two years.

Ratified by Governors: September 2024
Review: September 2025