

Reading and Phonics

Learning to read is one of the most important aspects of a child's school experience and it lays the foundations for life. Children at All Saints are encouraged to become confident, enthusiastic, critical and independent readers who develop a love of reading. The programmes of study for reading at Key Stage 1 and Key Stage 2 consists of two dimensions:

- Word reading
- Comprehension

We recognise that both of these elements are essential to success and we support the acquisition of these skills through various methods.

Phonics

Phonics lessons are taught daily from EYFS through the systematic synthetic phonics programme, '*Little Wandle*.'

The programme, '*Little Wandle Foundation for Phonics*,' begins in our two-year old Nursery in provision. Those children who meet the curriculum expectations for 'Communication and language' and 'Literacy' are provided with child-led and adult-led experiences. 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, and attention to high-quality language.

The phonics sessions support children to:

- develop their phonological awareness, including rhyme, alliteration, syllables, initial and voice sounds, and oral blending
- love stories and rhymes, and learn, by heart, a bank of familiar favourites
- increase their vocabulary and confidence to talk
- improve their listening and ability to take part in back-and-forth conversations

From our Three-Year-old through to Reception, we continue the '*Little Wandle Letters and Sounds Revised*' progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to be able to read and spell effectively as they move through school.

Daily phonics sessions are taught in Reception and Year 1 for 30 minutes. Any child in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult.

Year 2 begins by using assessment to ensure that children have completed the *Little Wandle* Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed.

In Key Stage 2, for those children who require additional phonics intervention, *Rapid Catch Up* is implemented through daily 20 minute phonics sessions and are delivered by a fully trained adult..

More information on '*Little Wandle*' can be found [here](#)

Information for parents and carers can be found [here](#)

Reading

Daily reading practice is central to fluent reading. A fluent reader is able to concentrate on developing their comprehension skills.

In Reception and Key Stage 1, reading practice sessions take place using books matched to the children's secure phonetic knowledge. We also ensure that children have individual reading times with adults in school. This decodable reading practice

book is taken home daily to ensure success is shared with the family and reading practice continues. Reading for pleasure books are also sent home for parents to share and read to children.

Once children are ready to move on from *Little Wandle* phonetically decodable texts, they access books from our banded reading book selection until they become competent, independent readers. Alongside this, the children can choose from a wide variety of books across school.

Any child who is not meeting age related expectations are identified and receive daily reading practice and targeted intervention. This process aims to develop fluency and confidence through the Reading Fluency Programme and 1:1 daily reading practice.

All pupils in Year 2 – Year 6 follow the Literacy Company's *Ready, Steady, Comprehension*. These are daily whole class reading sessions which use high quality, challenging texts to explore a range of fiction, non-fiction and poetry texts to develop vocabulary, reading and comprehension skills.

Reading for Pleasure

At All Saints we are aware of the impact of enjoyment on pupils' reading attitudes and attainment.

- Story time is prioritised and takes place daily to allow teachers to model reading aloud to children at the end of the school day.
- All classes have their own Reading Area which is well stocked with books covering a range of genres, authors and themes. Children are encouraged to read for pleasure using quiet reading time and to take these home and share with parents. All Reading Areas are linked to the guidance from the *Ready, Steady, Write* program.
- The school library is timetabled weekly for each class to attend, for children to read chosen texts or have books read to them aloud.

- Reading Ambassadors have been chosen to promote reading throughout the school. They take responsibility for the school library and organise and display their 'Recommended Reads.' They take out books onto the playground for the children to access and enjoy during their free time.
- Our Reading Buddy system allows children to visit other classes throughout the school to read and enjoy books together.
- Activities are planned throughout the year to promote reading such as World Book Day, author visits and reading competitions.
- Stories are incorporated into assemblies.