



Nether Stowey CE VC Primary School

# Reading Policy

## 2024 - 2025

Approved on behalf on the Governing Body:

(Chair of Governors)

Approved on behalf on the School:

(Head Teacher)

Reading is essential to attainment and success across all subjects. At Nether Stowey Primary School, we understand that reading successfully and with enjoyment is critical to children's long term chances. It is our aim in school to find the inner reader in every child, regardless of the ability, background and opportunities outside of school. The aim of our school is to teach every pupil to read well for meaning and for pleasure. We know that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. It is central to our ability to understand, interpret and communicate with each other and the world around us. Therefore, reading is given a high priority at our school enabling children to become enthusiastic, independent and reflective readers across a wide range and types of literature.

## **Intent**

### **Phonics (reading)**

At Nether Stowey 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 (see Appendix A), which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle 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 Nether Stowey 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 Nether Stowey 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 a Reading Leader who drives the early reading programme in our school. This

person is 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 Reception and Year 1**

- 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 Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised 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.

### **Phonics Y2 onwards**

In Y2 and Y3 phonics lessons are taught daily to children where appropriate – following the model of Little Wandle but plugging specific gaps identified through assessment.

### **Shared Reading**

Shared Reading takes place during English lessons and is included in weekly planning. As part of our enriched curriculum, high quality texts are used in the main part of the English lesson. During this time specific reading skills and/or features of key genres will be taught and modelled. This is an opportunity to discuss the use of language and widen the children's vocabulary.

## **Guided Reading**

Guided Reading is planned for weekly. In Year 1 and in Year 2 the children read in small groups, focusing on developing their decoding skills and fluency.

Whole Class guided reading sessions take place from Year 3 onwards. During whole class guided reading sessions, teachers select high quality texts from a range of genres. Children will take part in a range of comprehension activities and discussions. Activities will also focus on sequencing, prediction, summary, prediction and vocabulary skills.

## **Story Times**

Each class enjoys at least one story time every day! We understand that reading aloud is a vital part of our reading curriculum.

## **Individual reading**

Children are encouraged to read for pleasure using staff as good role models during reading for pleasure time each day (story times, English lessons etc). Children are given books to take home and read each day in their book bags. Each child has a Reading Record Book that parents and adults in school will record reading in. As children move through KS2, they may also use their Reading Record Book to record any reading at home and school.

In EY/KS1 children read phonically decodable books. They will receive phonics teaching until they are able to read independently and with fluency. In KS2 they have opportunities to select their own titles from within their reading level. Each child reads individually with an adult in their classroom once a week. This may be with a class teacher, teaching assistant or reading volunteer.

We have reading books based on the children's phonics and phase for example phase 5 set 2. We have a coloured banded system that runs from to Year 2 to year 6 once they have completed their phonic phase books (see Appendix B)

## **Ensuring reading for pleasure**

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 Nether Stowey 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. Within the classroom stock are reading books that children can take home, matched to their reading level and recommended reads for each year group from Books for Topics.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Each class visits the local library every half term.
- The school library is made available for classes to use.
- To encourage reading at home we have a “Three Reads A Week” challenge that all children can take part in. Children that have read at least 3 times at home will be entered into a class raffle to win a new book to take home.
- Children are also encouraged to take part in various other Reading for Pleasure activities such as World Book Day and Book Fairs.

## **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
- **Summative assessment** is used:
  - In Reception and Year 1 every six weeks to assess phonics 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.

- The [Little Wandle Letters and Sounds Revised placement assessment](#) is used:
  - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.
- PM Benchmarking is used to assess children from Y2 onwards. We use this to assess both decoding, fluency, comprehension, inference and retelling skills. This assessment is used to help ensure that children are reading books that are matched to their reading ability.

## **Statutory assessment**

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
- Children in Year 2 will sit the end of Key Stage 1 Reading SATS.
- Children in Year 6 will sit the end of Key Stage 2 Reading SATS.

## **Intervention: Daily Keep-up lessons ensure every child learns to read**

- Any child who needs additional phonic 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 or 3 who are 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.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps.
- If children are not reading at home, or need further support then they also become a "Target Reader". This means that they are a priority reader and are heard in school by an adult 3 times a week. They have specific, small step reading targets to help support make progress.

# APPENDIX A (i) – Little Wandle Letters and Sounds Revised

## Progression Reception

### Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

### Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with –s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	* words with –s /s/ added at the end (hats sits) * words ending in s /z/ (his) and with –s /z/ added at the end (bags)	we me be

\*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

### Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

### Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /z/ at the end words with -es /z/ at the end	

### Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est	out today

### Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /z/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	

# APPENDIX A (ii) – Little Wandle Letters and Sounds Revised Progression Year 1

## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ ow claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/w/ or word /oo/ u oul awful could /air/ are share /or/ au our oor ol author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /er/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /er/ ear learn /r/ ur wrist /s/ st sc whistle science /c/ ch school /sh/ ch chaf /z/ ze freeze schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations, in which case, they should not be treated as such.

**Summer 1: Phonics screening check review – no new GPCs or tricky words**

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oor ore daughter pour oor more	busy beautiful pretty hour move improve parents shoe

## APPENDIX B – Book Banded System

PM Bench Mark Levels	School Book Band System	Year Group Expectations	L&S Phonic Phase
1	Pink	YR	2
2			
3	Red	YR	3
4			
5			
6	Yellow	YR/Y1	3/4
7			
8			
9	Blue	Y1	4/5
10			
11			
12	Green	Y1	5
13			
14			
15	Orange	Y1	5/6
16			
17	Turquoise	Y1/2	5/6
18			
19	Purple	Y2	6
20			
21	Gold	Y2 - EXS	6
22			
23	White	Y2	
24			
25	Lime	Y2/Y3	
26			
27	Brown	Y3- EXS	
28	Grey	Y4- EXS	
29	Dark Blue	Y5- EXS	
30	Dark Red	Y6- EXS	
	Black	Y6+	

When children have completed the colour banding system they may choose their own books.