



Castleway Primary School and Castleway Nursery School

PHONICS AND EARLY READING

INTENT, IMPLEMENTATION AND IMPACT

Our Phonics and Early Reading **Intent** at Castleway is to:

<i>Fulfil the requirements of the National Curriculum</i>	<i>Lay the foundations needed for successful early reading and spelling</i>	<i>Cultivate a love for reading</i>	<i>Build on pupil's knowledge of the alphabetic code</i>
<i>Equip children with the skills to tackle unfamiliar words when reading and spelling</i>	<i>Build pupils into confident readers who can read fluently and for meaning</i>	<i>To close any gaps children may have quality teaching and targeted intervention so that no child is disadvantaged</i>	<i>Teach with fidelity through our selected systematic, synthetic phonics programme Little Wandle</i>

Phonics and Early Reading **Implementation** at Castleway:

Nursery

To achieve these aims, we begin teaching Phonics from 'Early Foundation' and in 'Foundation One' as part of the '**Foundations for phonics in Nursery**' curriculum. We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. 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
- ✓ Attention to high-quality language.

We ensure our nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

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.

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 (grapheme/phoneme correspondence), and words with adjacent consonants (Phase 4) with fluency and accuracy.

Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep Up Lessons

Daily Keep-up lessons ensure every child learns to read. 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 and above who is 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. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace. These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Reading Practice Sessions

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. We use books matched to the children's secure phonic knowledge using the Little Wandle

Letters and Sounds Revised assessments and book matching grids. These sessions 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
- ✓ Prosody: teaching children to read with understanding and expression
- ✓ Comprehension: teaching children to understand the text.

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. These sessions continue throughout Year 1. In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books. 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. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load. Weekly content grids map each element of new learning to each day, week and term for the duration of the programme. Lesson templates, prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson. The Reading Leader, Miss Dalby and SLT regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Home Reading

The decodable reading practice book is taken home every Friday to ensure success is shared with the family. Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets, reading café's and online resources. We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

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 Castleway 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 Nursery, Reception and Year 1, children have access to the reading corner every day in their free flow time and the books are continually refreshed.

Children from Nursery onwards have a home reading record. The parent/carer can record 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.

Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events at Castleway including our reading cafes, national events like World Book Day, regular visits to the local library, workshops and reading buddy's, We display a range of books around our school for pupils to help themselves to and recommend reads to one another. Quality literature is at the heart of our curriculum.

Phonics and Early Reading **Impact** at Castleway:

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 and weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment for Reception and Year 1 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.
- By senior leaders and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books and with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books. These assessments are also used to assess when children are ready to exit their phonics programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A placement assessment is used with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The Rapid Catch-up assessment is used with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory Assessment

Children in Year 1 sit the Phonics screening check in June. Any child not passing the check re-sits it in Year 2. This assessment helps inform the schools of a pupil's next steps. Parents will be invited in before these assessments to meet Miss Dalby, who will share further information and answer any questions you may have.

Ongoing Assessment for Rapid Catch-up in Years 2 to 6

Children in Year 2 to 6 are assessed through the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching. They are also assessed through the Rapid Catch-up summative assessments to assess progress and inform teaching. Rapid Catch-up fluency assessments are used when children are reading the Phase 5 set 3, 4 and 5 books for age 7+. The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.