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| Phonics and Early Reading Intention at St Ignatius  *‘The more that you read, the more things you will know.*  *The more that you learn, the more places you'll go.’* Dr Seuss | C:\Users\Karen T\Desktop\Middle Leaders\reading.jpeg |
| *‘Developing a love of reading can be more important for a child’s educational success than their family’s socio-economic background.’* Organisation for Economic Co-operation and Development (OECD) 2005  *‘Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even ‘a greater insight into human nature.’* Reading for Pleasure: A research overview, National Literacy Trust, 2006 | |
| **Intent**  At St Ignatius Catholic Primary School, our aim is for every child to become a fluent reader. We are passionate about ensuring all children become confident and enthusiastic readers and we believe that Phonics provides the foundation in supporting children to develop these skills in order for this to be achievable.  We use the government validated systematic synthetic phonics programme (SSP) called ‘Little Wandle: Letters and Sounds Revised’. The Little Wandle scheme programme provides a full progression through all commonly occurring GPCs (sounds), working from simple to more complex, and taking into account the frequency of their occurrence in the most commonly encountered words.  The Little Wandle programme begins in Nursery with Foundations for Phonics and Rhyme time. In Reception phonics begins in week 2, 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. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lessons 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. High quality interactions and the Talk boost programme are also vital elements taught in early years to support speaking and listening skills.  The teaching of phonics is fast-paced and we encourage all children to actively participate in each lesson, and by encouraging the children to take ownership of their learning we are continuously striving for excellence. At St Ignatius we ensure we provide all children with the fundamental skills that will enable them to be confident and fluent readers.  We aim for children to:   * Gain a life-long enjoyment of reading and books; * Read accurately, fluently and with understanding; * Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed; * Develop good comprehension drawing from their linguistic knowledge * Be able to read with expression, clarity and confidence; * Develop a good linguistic knowledge of vocabulary and grammar; * Read for pleasure both at home and school on a regular basis; * Develop a deeper level of emotional intelligence and empathy; * Develop their reading in all subjects to support their acquisition of knowledge;   **Implementation**  **Foundations for phonics in Nursery:**    We provide a balance of child-led and adult-led experiences for all children that meet the 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 pupils are well prepared to begin learning grapheme-phoneme correspondances (GPCs) and blending in Reception with a focus on oral blending and learning to enjoy and discuss stories with the Little Wandle wordless books in the summer of Nursery.  **Daily phonics lessons in Reception and Year 1:**  We teach phonics for up to 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.   **Daily phonics lessons in Year 2:**  In the Autumn Term we teach phonics for up to 30 minutes a day with an emphasis on revising Phase 5 from Year 1 Summer Term planning. Children who complete the Phase 5 Phonics programme fully then move on to the ‘bridge to spelling’ programme and then the Year 2 spelling programme for the rest of the year. Fluency books from Little Wandle have also been introduced to those pupils reading at a fluency level of 90 wpm.  **Daily Keep Up Lessons:**  Any child who is identified as needing additional practice has regular keep-up support, taught by a fully trained adult. In Year 2 these take place in the mornings. 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 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 page.  If any child in Year 3- 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps.  **Reading in Early Years and KS1**  We teach children to read through reading practice sessions up to three times a week. A fully trained adult will read with up to 6 children.  In Reception, Year 1 and Year 2, children will be matched carefully to their reading ability (Big Cat Little Wandle: Letters and Sounds Revised) using the Little Wandle assessments. They will then be put into groups and have 3 x reading practice sessions with a trained adult. The class teacher monitors the reading and rotates and works with each group on a regular basis.    Each reading session has a clear focus, so that the demands of the session do not overload the children’s working memory.  The three reading sessions are comprised of:   * Decoding * Prosody: teaching children to read with understanding and expression * Comprehension: teaching children to understand the text   Pupils will then take their reading book home with them at the end of the week. This might be in the form  of a real book or an e-book. The idea is that the pupil feels successful when they read as they have  already seen the text three times that week.  Children who are not yet decoding have additional blending practice in small groups and 1:1, so that they can quickly blend and begin to read books.  **Additional Phonics and Reading support for vulnerable children:**   * Children in Reception and Key Stage 1 receive additional Phonics ‘keep up’ sessions either on a 1:1 basis or in a small group. * We use the Little Wandle SEND programme for a group of pupils who find the pace of the SEND programme more beneficial.   **Key Stage 2:**  Little Wandle phonics continues to be taught throughout KS2 for those children not yet at Phase 6: this may be as an intervention. As in KS1, these children will have decodable books for independent and home eBooks, wherever available, in class.  Once children are fluent readers, our approach to the teaching of reading in KS2, like in year 2, is to imbed many of the reading and comprehension skills into the English lessons.  In addition to this, children have 5 x weekly 40 minute ‘Destination Reader’ lessons in which they are taught a very specific reading skill – e.g clarifying or inference. This session is taught as a ‘whole class’ using the gradual release model with a short follow up activity (selfies) and ends with children reading for 20 minutes in mixed ability pairs using the stems. We use real children’s books/extracts to support these sessions. Professional development takes place both externally and internally through visiting speakers and trainers, moderation exercises and attending forums. See Reading page on the school website for further details about reading across the school.  **Ensuring consistency and pace of progress:**   * Every member of staff, including support staff was fully trained in Little Wandle and in teaching early reading. Refresher training is then completed each year as well as half-termly CPD. * 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 Lead and SLT use the Little Wandle audit to regularly monitor and observe teaching; they used the summative data to identify children who need additional support and gaps in learning and this is discussed in Pupil Progress Meetings.     **Impact**    The impact of the reading emphasis and teaching at St Ignatius will be…   * All pupils will be able to read with accuracy, speed, confidence and understanding and be ready to access other subjects in their secondary education * A fostering of reading for pleasure * All pupils will make at least expected progress from their starting points * That all children are encouraged to develop their own love of genres and authors and to review their books objectives, this will enhance a deep love of literature across a range of genres, cultures and styles         We believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond  and is embedded across the entire curriculum for our children.  Our systematic approach to teaching Phonics at St Ignatius, combined with our high expectations and a  challenge for all ethos, will have a positive impact on the reading outcomes for all pupils.  Assessment is used to monitor progress and to identify any child needing additional support as soon as they  need it. | |