



Leonard Stanley Primary School

READING AND PHONICS RATIONALE



Our Vision: Loving and Learning Together, for Life, as Jesus taught us

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

Our vision is rooted in the Parable of the Lost Sheep (Matthew 18:12-14) which illustrates God's immense love and care for each individual. In the parable, a shepherd leaves his flock of sheep to search for one that has gone astray. When he finds the lost sheep, he rejoices greatly and celebrates its return, reflecting our core belief that every person in our community matters.

Our curriculum is designed to reflect our Christian vision and values, ensuring every child is nurtured, challenged, and inspired. It encompasses all statutory requirements, including the 2014 National Curriculum, Gloucestershire's RE syllabus, and a comprehensive PSHE/SMSC programme. We aim to provide a rich, inclusive, and purposeful learning experience that prepares children for life beyond primary school.

Please see our Curriculum Policy to read more about our curriculum aims, implementation and impact.

Intent: *Why do we teach this? Why do we teach it in the way we do?*

At Leonard Stanley Primary, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend, understand and enjoy a wide range of genres and text types. We want pupils to develop a lifelong love of literature and an enjoyment of reading for pleasure, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at our primary school, all children should be able to read fluently and with confidence, in any subject in their forthcoming secondary education.

We understand the importance of parents and carers in supporting their children to practise both word reading and comprehension skills, and so we encourage a strong home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school using high quality texts, closely matched to each child's phonic ability where appropriate.

We aim to equip learners with not only the minimum statutory requirements of the National Curriculum but to prepare them for the opportunities and skills of later life. We want to ensure that we teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else.

Our reading and phonics curriculum promote high quality reading opportunities and allow children to engage in active and experiential learning and take pride in their outcomes. It is ambitious and empowers our children to become independent and resilient. We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this promotes a love of reading that reaches far beyond the classroom.

Implementation: *What do we teach? What does this look like?*

Our curriculum model enables a high-quality and ambitious curriculum encompassing the Early Years Foundation Stage framework and the National Curriculum, ensuring clear progression to maximise learning for all children.

Phonics in EYFS, KS1 and beyond

At Leonard Stanley we follow the accredited Twinkl Phonics scheme. This is taught from EYFS to Year 2 as well as Year 3 upwards depending upon the cohort's needs.

Each session focuses on teaching the reading of sounds and common exception words within different 'phonic phases/levels', starting with Level 1 in Early Years. We follow the agreed progression for the teaching of new sounds, using the resources provided. Typically, EYFS teach Level 1 Phonics, Reception teaches Level 2, 3 & 4, Year One teaches Level 5 and Year Two teaches Level 6. Each year group revises previous sounds taught as well as teaches the new sound.

Children in EYFS, Year 1 and Year 2 have daily phonics lessons which reflects the value placed on rapid progress in Phonics and Reading. KS2 will use phonic lessons for those cohorts that need it or the codebreaker interventions for children who are still in need of certain phonic skills. Once the phonic levels have been achieved in KS2, they will continue with KS2 grammar and spelling lessons.

During the Summer Term in Year 1, pupils undertake a Phonics Screening Check which assesses their ability to apply what they have learnt. Throughout the year, their progress is tracked and monitored and interventions carried out, to ensure that learners achieve well in this check. Children who do not pass the Phonics Screening Check in Year 1 are given additional support throughout Year 2 and are given a further opportunity to pass the Phonics Screening Check by the end of Key Stage 1. Pupils who do not pass their Phonics Screening Test continue to have intervention to support the acquisition of required phonics skills in Key Stage 2.

Individuals and groups requiring extra support at any stage of their phonic learning journey are identified early and are given additional support from teachers and teaching assistants, either within the group or whole class lessons or as part of planned interventions that take place in addition to the lesson.

READING in Early Years: Preschool and The Reception Year

We believe 'Every child is a reader' and it is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when

adults talk with children about the world around them and the books (stories and nonfiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

The following table shows how we use the Development Matters guidance to plan reading opportunities for children in our Early Years setting, so that they are able to achieve the Early Learning Goals that are linked to reading:

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
WR	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in words - recognise words with the same initial sound, such as money and mother Understand the five key concepts about print: - print has meaning - the names of different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Read a few common exception words matched to the school's phonic programme. - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
COMP	- Enjoy listening to longer stories and can remember much of what happens. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Engage in extended conversations about stories, learning new vocabulary.	- Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Listen carefully to rhymes and songs, paying attention to how they sound. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

In our EYFS setting children share quality texts as a class and start to develop basic comprehension skills through high quality questioning from teachers and teaching assistants. They have the opportunity to select high quality texts from the inside and outside areas and staff are on hand to support reading and sharing. Every day after lunch, a book is shared with the whole setting.

In Reception, children are introduced to regular group reading lessons, which continues into Year 1 and Year 2. The group guided reading lessons enable children to work in small focussed groups matched to their phonic ability, guided by a teacher or teaching assistant who can help them develop reading fluency. In these group sessions, children are also taught to develop their comprehension skills at a suitable pace, starting with basic vocabulary and retrieval skills.

Reading in Key Stage One and Key Stage Two

The content of reading teaching and learning is set out in the 2014 National Curriculum for primary schools in England. Following on from the EYFS curriculum, we believe 'Everyone is a Reader'. Therefore, reading texts and vocabulary flows throughout both key stages in every classroom and subject. Topic books are provided for children in their reading corners in every class and displays are rich in high quality, age appropriate vocabulary.

Children read every day. The whole school takes part in ERIC (Everyone Reading In Class) time (mostly after lunch). The children will experience the teacher modelling reading, or have the opportunity to read their own or topic books.

Every class in KS1 and KS2 has focussed reading lessons led by the teacher. The group guided reading sessions are combined with whole class reading lessons when the cohort is deemed ready in Year 1. By the start of spring term in Year 2, children take part in regular whole class reading lessons that follow the same model as KS2. High quality texts are carefully selected depending upon cohort needs for all reading lessons. The books used can match the phonic level, link to topics and relate to events in time such as Black History month or Science Week.

At Leonard Stanley Primary School we have a skills based approach to teaching reading using reading VIPERS: Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence (KS1)/Summarise(KS2). These skills are closely matched with National Curriculum expectations and enable teachers and pupils to develop each reading skill explicitly and identify areas of comprehension that need more work. During reading lessons, children are asked appropriate VIPERS questions and when independent follow-up questions are set they specifically develop VIPERS skills.

In KS2 whole class guided reading is taught 3 times a week using Teaching Booth resources. These are VIPERS-led reading lessons. Some children have specific group guided reading that can include Twinkl Phonic interventions, depending on their individual needs. Evidence of group, class and independent reading work is collected in a variety of ways. In the EYFS, evidence is collected in learning journeys. In KS1 and KS2 children record their work in Guided Reading Journals or folders.

Reading at Home

At Leonard Stanley Primary we are acutely aware of the importance of developing strong home-school links when ensuring reading progress is maximised for all learners. Our whole school weekly reading challenge outlines the expectations that all children in all classes read aloud at least three times per week at home to an adult and discusses the text using age-appropriate question prompts shared with parents/carers at the start of each academic year. A well-embedded rewards system supports this and as a result, the vast majority of pupils read regularly at home. Each class records the percentage of children who have read three or more times at home and this is shared with the rest of the school during the weekly celebration assembly and their class 'aeroplane' moves around the world on the display in the hall. The classes who have exceeded 90% are celebrated and the class with the highest score is announced. The class whose aeroplane travels around the world the quickest also receives a special class reward at the end of the year.

In addition to this, all children have a 'reading passport' divided into continents. Each week that they have read three or more times, they earn a sticker for their passport and each time they reach a new continent they achieve a special sticker and get awarded gold or rainbow status in the class reward systems. At the end of each big term the children who have completed two continents receive a reward. Everyone starts a new term with a fresh chance to win. All children who complete the whole reading passport during the school year earn a coveted invite to a special celebration event in July.

Teachers are very proactive and successful in promoting the reading rewards with their classes and identify those not taking part with urgency and provide support to get these children back on track. This may include reading with the school librarians (Year 6).

We provide high quality texts for independent and home reading from different reading schemes but most of our reading stock is from Twinkl Phonics Rhino Readers. This is also supported by Collins Big Cat, Bug Club and Oxford Songbirds. We invest regularly to ensure that the stock is appealing and closely matched to phonic ability.

Children in EYFS (pre-schoolers) begin taking home wordless texts in the summer term before they have learnt Level 2 sounds at the beginning of Reception. Level 1 Rhino Readers have also been purchased for EYFS staff to share with children. Reception begin reading books at Level 2a once the sounds have been covered in term 1. The children progress through the levels as they are taught the sounds and their learning is secure. Once Level 6 is completed by the end of Year 2/ beginning of Year 3, children should follow KS2 and start on the book banded levels, starting at lime level. KS2 continue to benchmark children through the levels until they become 'free readers'. This means they can select a book from the library of their choice. Teachers will monitor choices to ensure a variety of high quality texts are selected.

Parent Involvement

To enable parents to support their children at home with reading, we understand that parents sometimes need support too. We have done this by;

- Every household has been sent a reading booklet on how to support their child.
- Reading workshops for parents YR- Y6
- Phonics workshops for YR and Y1
- Reading advice in termly class letters
- Reading discussions during Parents Evening
- Parent helpers to read in school (supported by Reading Lead Teacher)

Reading for Pleasure

We intend for our pupils to develop a lifelong love of literature and an enjoyment of reading for pleasure. We achieve this in a variety of ways:

- We teach using carefully selected, high-quality texts and ensure that children are exposed to a range of genres and authors during their time at our school.
- Texts used in lessons and at home are closely matched to each child's phonic ability, to maximise progress and raise confidence and self-esteem when reading.
- We regularly purchase new, exciting text stock for class use and the libraries.
- We have very well-resourced KS1 and KS2 libraries and children have regular access to them. The beautiful story character murals make them very inviting places to be.
- Children are encouraged to select their own reading books to read at home (matched to their phonic ability where appropriate).
- Adults in school read aloud regularly to children as role models and reading advocates.
- We have whole class sets of books so classes can share exciting, quality texts together.
- Children are given regular opportunities to read independently in school.
- Every class has a cosy and well-stocked reading corner.
- Mr Milner Star Reads are in every KS2 class.

- KS1 have recommended reads in their book corners.
- In the KS2 library, texts are displayed alphabetically so that books from specific authors can be easily selected.
- Our Year 6 librarians ensure that the library is organised and accessible. They listen to younger readers read and offer advice to those choosing new books.
- The 'older readers' section and the 'dyslexia friendly' labels on books help children to select books that would suit them best.
- The annual poetry competition promotes enjoyment of poetry.
- World Book Day is celebrated annually, with exciting activities and costumes to promote a love of reading.
- Roald Dahl Day is celebrated.
- The annual Scholastic Book Fair is very well-supported by our school families. Children love buying books and we use the generous commission to buy class texts and update our library stock with new releases.
- The annual 'Extreme Reading' competition promotes a love of reading in some very unusual places!
- We promote the Gloucestershire Library 'Summer Reading Challenge' in school and they visit in the Summer Term to explain to the children.

Reading Across the Curriculum

In our school, our reading curriculum links closely with our writing curriculum; we use a text-based approach that enables us to create opportunities for reading, discussion and writing within English and reading lessons.

Where appropriate, we select texts that promote learning within other curriculum areas too. For example, Year 3 study Stone Age Boy by Satoshi Kitamura which supports their history learning. Every Class has a box of topic books for every topic including a high range of quality fiction and non-fiction books.

All curriculum subject leaders promote the development of reading skills within their subject and when carrying out monitoring activities such as lesson visits they expect reading skills to be developed effectively within the lesson. All displays promote reading too at an age appropriate level.

Assessment

To ensure that children remain on track to achieve these goals, we ensure a regular and rigorous teaching, assessment and intervention cycle. This includes:

- Using ongoing formative assessment to identify next steps for learners and ensure that lessons are closely matched to learners' needs. We use special reading planning and feedback sheets specifically tailored for reading lessons to ensure that learning time is used effectively and that children are assessed and next steps identified and actioned.
- In EYFS and KS1 phonic assessments are used termly to match children to the correct decodable books. Once children have completed the Level 6 assessment they will be moved onto colour banded books. KS2 Children are assessed using PM benchmarking to ensure that children are reading within appropriate and sufficiently challenging book bands.

- Teachers use VIPERS (assessing comprehension understanding) questioning to scaffold the teaching and assessment of guided reading.
- Tracking children's attainment and progress within the EYFS using the Early Learning Goals criteria. Boosters and interventions are planned for groups and individuals to help them achieve.
- Carrying out reading assessments at least once every big term using NTS tests (Years 1, 3, 4 and 5) and past SATs papers (Year 2 and Year 6 only) to assess children and track their progress. Individuals and groups requiring intervention are identified quickly and steps taken to close the gaps. This data is collated and interpreted using 'Insight'. Actions are identified for individuals and key groups in order to raise attainment where appropriate.
- A range of other effective assessment strategies are used in class, such as immediate oral feedback, discussion with the class teacher and self and peer assessment.
- KS1 children taking part in regular Phonics Screening Checks and their progress is tracked, monitored and interventions carried out where needed.

Monitoring & Training

- The Reading subject leader attends regular training provided by Gloucestershire LA, which share up-to-date information and good practice. Information is fed back to school staff and actions carried out as a result of the training.
- Regular lesson visits, pupil conferences, staff conferences and book audits are carried out, led by the Reading subject leader, and actions identified to ensure that standards remain consistently high.
- Annual moderation ensures progress is monitored within classes and year groups.
- Staff CPD opportunities are provided when needed.
- A subject action plan is used to identify how to improve the subject; this is reviewed on a termly basis.

Impact: *What will this look like? What will children be able to do before they leave our school?*

By the time children leave Leonard Stanley Primary School they will:

- Be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types
- Have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read.
- Be inspired by literature, and read for pleasure.
- Be ready for their next phase of education at secondary school