

### Rationale

“There are many little ways to enlarge your child’s world. Love of books is the best of all.”  
Jacqueline Kennedy

At Mount Street Academy we strive for our children to develop an intrinsic love of reading and writing. We want all our children to become keen, confident and fluent readers. We want them to have no limits in their ambitions and to grow up knowing the worth of being able to read and write independently. We aim to prepare them for a successful education once they leave us with the key skills needed to engage in a successful working life. Phonics & Reading are truly embedded into every aspect of our curriculum and children are conscientiously exposed to the skills needed to be able to read and write independently throughout their school day.

### Progression

In line with our curriculum design across MSA, our phonics and reading curriculum is diligently sequenced to ensure knowledge gained is cumulative. This aids progression as well as frequently allowing children to draw on previously acquired knowledge through retrieval strategies. Learning is sequenced so that established ideas can be linked to new learning, supporting pupils in developing their abilities as a writer through understanding the coherent and connected nature of the subject. We follow the Little Wandle – Letters and Sounds Revised Progression for Phonics and our broader reading curriculum is also carefully sequenced to allow for progression across the lessons.

### By the end of Key Stage 1, a Mount Street Reader will...

enjoy reading widely across both fiction and non-fiction in order to develop their knowledge of themselves and the world they live in and to gain knowledge across the curriculum

engage in high quality discussion and use what they know to discuss a range of stories, poems and non-fiction texts

be able to check what they have read makes sense, answer questions and make some inference based on what has been said and done

use what they know about a broad range of stories and genres to develop their own ideas and imagination



be a skilled, confident and fluent word reader and will know and value the importance of reading in their life

have a continuously developing linguistic knowledge – with age-appropriate knowledge of their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships)

have and use a continuously broadening vocabulary of words they have encountered in everyday speech as well as more rarely heard words

have a good knowledge of range of authors and be able to talk about their favourite authors

## Intent

In line with the National Curriculum for English, Mount Street Academy recognises that:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment - National Curriculum (2013).

### Phonics (reading and spelling)

At Mount Street Academy we aim to engage, inspire and challenge pupils and equip them with the knowledge and skills needed to be able to foster a love of reading and writing. We promote the value of this as a required skill that is essential throughout life. Therefore, we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery through nursery rhymes, hearing and identifying environmental sounds and listening to different poems. Then we begin to teach Phonics lessons in Reception and follow the Little Wandle Letters and Sounds Revised 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 of our children are able to tackle any unfamiliar words as they read. At Mount Street Academy, 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 Mount Street Academy, 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 three Reading Leaders within our English team who drive the early reading programme in our school. These people are highly skilled at teaching phonics and reading, and they monitor and support our reading programme, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

## Implementation

### Foundations for phonics in Nursery

- 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 Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception by exploding them to the alphabet, alphabet songs and rhymes about letters and sounds.

### Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day, this is split into 20 minutes of blending and 10 minutes of segmenting. 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.

- All staff in school use the same resources to teach phonics for spelling and reading. Displays are also consistent across the school to ensure fidelity to our scheme and to support all learners as they progress through school.
- Children make a strong start in Reception: teaching begins in Week 3 of the Autumn term, once full-time education begins for all children.
- 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 interventions ensure every child learns to read

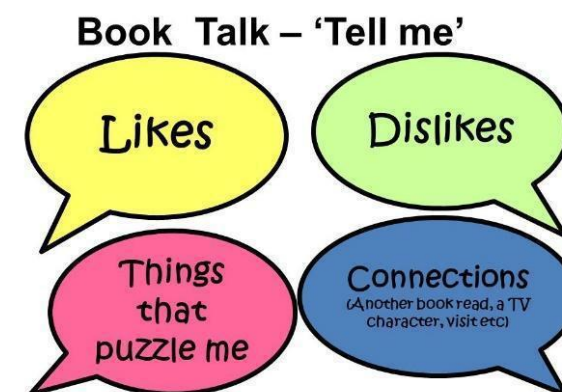
- We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- At Mount Street Academy we follow a consistent and progressive assessment programme which follows children throughout their phonics journey (Reception to Year Two). This quickly enables teachers to identify the lowest attaining 20% of pupils in each class. As a school we have a rigorous intervention programme which is delivered daily to those children identified as having gaps in their learning. This includes children who are needing additional support in both GPC's and/or the oral blending of reading.

Teaching reading: Reading practice sessions three times a week

In Reception and Year One:

- We teach children to read through reading practice sessions three times a week. These sessions:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
  - 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 reading practice sessions start in Week 4.
- As children become more competent at decoding, usually towards the end of Y1 and moving into Y2, teachers introduce elements of whole class reading. Teaching the whole class means that all pupils can read with the teacher more often, moving faster through more or longer texts and benefiting from the teacher's expert explanations, modelling, questioning and feedback as well as contributions from expert peers. This exposes lower achieving pupils to a higher level of vocabulary, discussion, text comprehension and reading fluency than they would normally experience in their guided reading sessions. As part of our whole school Talk for Writing approach children are also taught 'Book Talk'. High level texts are chosen to be read to the children and then the children are encouraged to respond within the 4 areas of likes, dislikes, questions and links.



### Home reading

- The decodable reading practice book that the children have read during their reading practise sessions is sent home electronically to ensure success is shared with the family.
- Reading for pleasure books from the 'book swap box' also go home for parents on a Monday to share and read to children. These books are a mixture of fiction, non fiction and poetry.
- 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.
- Children also take home two books from our individual reading book library each week. These are matched according to each child's ability and do not contain any GPC's or words that the children have not learnt. Children should be reading the words at 90% fluency.
- We encourage parents to read each book at home three times, to improve and support fluency.
- Family grown-ups have weekly videos sent home via Parent Hub with information about the GPCs and words they have learnt each week.
- Reading crib sheets are sent home each time the child learns a new phase. This gives family grown-ups written information about what their child has learnt in school and how to practise these skills with them at home.
- We have a thorough reading reward scheme to promote and encourage a love of reading in school. Once children have read a certain number of books they are rewarded with different items, such as stickers/certificates/pens/book vouchers and they can also choose books from the school's library vending machine, when they reach 400 books, they obtain a 'key to the Library' which gives them additional responsibility for the upkeep and maintaining the order of school library.

Number of Books	Reading reward
50	Sticker
100	Certificate
150	Sticker & pencil
200	Certificate & book
250	Sticker & pencil
300	Pin badge
350	Sticker & pencil
400	Key to the library, certificate, and voucher

### 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 across the school. 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 Leaders and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

### Ensuring 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.

- Teachers read to the children daily from a carefully chosen selection of texts referred to as The Reading Spine. These texts have been organised by year group and include classical and contemporary texts across a range of genres. Some are linked to the learning in other areas of the curriculum, particularly social, moral, spiritual and cultural themes to challenge prejudice and encourage children to think about their roles within the world. These sessions foster a love of reading and give the children the opportunity to be fully immersed in a text, to 'get lost' in a story without the stopping and starting which is a natural part of exploring a text at their own level.
- There are book nooks in the corridor for every year group, creating exciting and inviting areas to read books.
- Alongside the direct teaching of reading, we invest time in the promotion of reading for pleasure by creating attractive and therefore inviting, comfortable reading areas within each classroom. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception the children have access to the reading area every day in their child-initiated learning time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on to ensure communication between home and school.
- Teachers are encouraged to talk about books they have enjoyed reading and recommend to their class. As the children move into Y2 they are encouraged to review some of the books they read and recommend them to their peers.
- A member of staff shares their favourite book as a review on the bi-weekly newsletter.
- Each class in Key Stage One has a reading suitcase which contains a picture book and a longer book (chapter book in Y2) for parents/carers to share with their child. The suitcase also contains a cuddly toy, a hot chocolate sachet and a small packet of mini cookies to encourage families to make reading a special and enjoyable experience. Two children from each class take this home each Friday and return it the following Thursday, ready for two other children to receive on the Friday. Highlighting to parents the value we place on reading and our passion for developing reading for pleasure.

## Impact

- Children will have developed the speaking and listening skills needed to help them progress throughout their life, helping them to be understood and to understand others.
- Children will have developed a love of reading and writing and will be able to value and identify its importance in their day-to-day life.
- Children of all abilities will be able to succeed in all reading lessons
- Children will be able to apply the discrete skills that they have been taught to independently read and write for a range of purposes and genres.
- Parents and carers will have a good understanding of what is being taught in school and how they can best support children with their phonics at home.
- A consistent and rigorous phonics scheme will ensure that all staff and all pupils are working towards the same goal. Children will easily transition into different year groups and with different teachers, as all expectations, approaches to teaching and resources will be the same across the school.
- Early identification of lower attaining pupils (through assessment documents) leads to focused support and intervention programmes.
- Children will have a good knowledge of a range of authors.
- The relentless focus on reading outcomes for all means there is an equity in the offer of reading that all pupils receive.

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

### Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

### Ongoing assessment for catch-up

- Children in Year 2 are assessed through:
  - their teacher's ongoing formative assessment
  - the Little Wandle Letters and Sounds placement assessment
  - the appropriate half-termly assessments.