

Reading

Love of Reading



At Ashwood Spencer Academy, we aim to foster a love of reading the moment a child begins their Ashwood journey. We know that reading is the gateway to opening a world of possibilities for a child throughout their life. Reading builds and develops the a child's cultural capital and allows them to experience and explore the world beyond their window.

Phonics and Early Reading



We use the **Little Wandle Letters and Sounds Revised** to plan and provide daily engaging phonics lessons. In phonics, we teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing. Our phonics teaching starts in Nursery, which allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school.

Years 2 - 6



The Ashwood Approach to Reading provides consistency in practice across the school. In Year 2- 6, it is based around whole class teaching of reading. Our reading canons set out the texts for each half term and ensure that, over the course of time, children study a rich range of literature. Every half term, each class is immersed in their core text by reading it together and using it in Reading lessons-this heightens the reading for pleasure experience and engages all learners.

Book Areas



Every classroom at Ashwood Spencer Academy has a dedicated area for books and for the children to relax whilst enjoying them. Book corners are communication friendly spaces with soft cushions and seats to create a cosy area. To ensure the reading area is inviting, the area is refreshed regularly to reflect interests and the curriculum whilst also ensuring books which are firm favourites, including from previous years, are available to support with retelling and revisiting. Low level shelves or cases are used, and books are displayed at eye-level on outward-facing shelves.

Curriculum



Our reading curriculum is mapped out and progressive from Nursery through to Year 6. For each strand of reading, what the children need to know and be able to do has been carefully mapped in line with the National Curriculum. In Nursery, this begins with listening and responding to enjoyable stories and using the environment to promote that love of reading. In EYFS and Year 1, we use the Little Wandle Phonics curriculum mapping to support the teaching and learning of reading. In Year 2, we build upon this to meet the age related expectations set at the end of KS1. Throughout KS2 we build on those solid foundations to ensure that skills are well developed, revisited and practiced throughout the year, all whilst continuing to expose the children to a diverse range of text genres, authors, and topics.

'Every child a reader'



All children have discrete reading lessons which covers a key reading skill. Some children may struggle with reading, so additional scaffolds are put in place. All children access their whole class reading lessons. Children who are working well below their peers are identified early and have additional intervention. These children are heard reading by an adult on a very regular basis. We ensure that books are correctly matched to their reading ability, and that they have access to age appropriate books that they can read for pleasure.

Phonics Intent

Taught daily



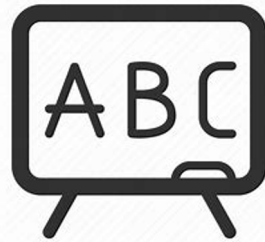
Phonics is taught daily, in EYFS, year 1 and for some children in year 2 following the DfE approved scheme of 'Little Wandle'. All children have a phonics lesson taught daily at the expected level. In addition, interventions are provided for children working below the expected level or children who are not making sufficient progress. We work to ensure that these children 'keep up', rather than having to 'catch up' with their peers. Where children have specific gaps in their knowledge due to starting points and the pandemic, specific 'catch up' sessions are tailored to their needs. Phonics is also woven through the continuous provision and the environment to enable children to regularly practice and consolidate their new learning.

DfE approved scheme



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*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery, using Phase 1 and this is continued in Reception and follows 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, our children learn 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 lesson and across the curriculum.

Environment



Classrooms have a phonics display to showcase 'grow the code' which is referred to by the adults and the children as a visual aid. This supports children to look back and identify the GPC's that have been taught over the week as they 'grow the code'. The use of visual picture prompts on the 'grow the code' chart acts as a memory hook to support children in identifying the correct grapheme/phoneme correspondence for each letter. Sound mats are also available in the classroom to support children when working independently. Children also have use of a phonics bookmark to use during writing sessions.

Reading Leader

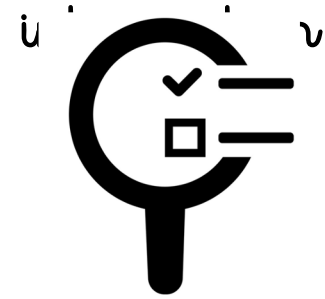


Because we believe teaching every child to read is so important, we have a reading lead who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

The reading leader has responsibility for reading across school, nursery until year 6. This ensures consistency and a smooth progression in the intent and implementation of reading.

The reading leader oversees the early reading teaching beyond year 2, as we regularly have children who are new to school and/or English.

Assessment and



Assessment is part of daily and weekly practice in phonics to ensure children are making good progress. Assessment informs the class teacher of gaps, both individual and cohort specific, and this information is used to shape intervention. Each child has an individual phonics tracker which is updated regularly. This information is analysed to show the progress children are making and swift interventions are planned for those at risk of falling behind with daily 'keep up' sessions following the Little Wandle Letters and Sounds revised programme. Children who are in Y2-Y6 and need 'catch up' sessions are assessed through teacher's ongoing formative assessment as well as Little Wandle summative assessments. Intervention sessions are run every week to ensure that children both catch up and keep up. Participation in these interventions is informed by regular assessment.

CPD and monitoring

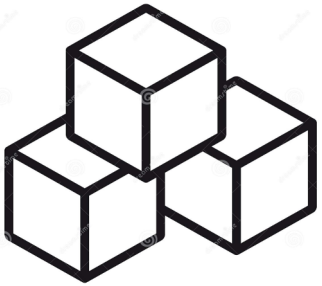


All teachers and teaching assistants, including the SLT have been fully trained in the Little Wandle approach to teaching phonics. Teaching staff who are new to Ashwood are expected to complete the training as part of their induction programme. Learning walks and monitoring are completed regularly to ensure that phonics practice is consistent across school and leading to good progress for all children. Outcomes of these are shared and next steps are planned accordingly.

CPD is delivered regularly to all staff at school, as year groups and at an individual level. This tailored approach to CPD ensures phonics teaching is of high quality ensuring all children make good progress.

Phonics Implementation

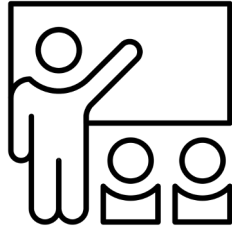
Foundations for phonics



In Nursery, we build the foundations for phonics by providing a balance of child-led and adult-led experiences for all children. These experiences meet the curriculum expectations for 'Communication and language' and 'Literacy' and include: sharing high-quality stories and poems, learning a range of nursery and action rhymes, activities that develop focused listening and attention, including oral blending skills.

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

Daily phonics lessons



We teach phonics lessons for around 40 minutes a day. In Reception, we commence 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.

Keep up lessons



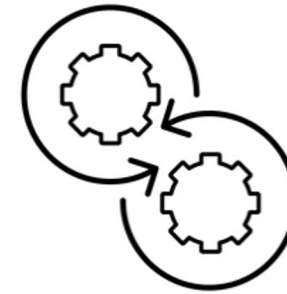
Any child who needs additional practice has 'Keep-up support', taught by a fully trained adult. 'Keep-up' lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. Additional daily phonics lessons happen for any child in Year 2 who has not yet passed the Phonics Screening Check or are not secure in phase 5. If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, they are assessed using the Little Wandle Rapid Catch-up assessments and enter the Rapid Catch-up programme if needed. This consists of 3 taught phonics sessions per week, and 3 reading group activities.

Reading groups



We teach children to apply their reading skills through reading practice sessions. These are taught by a fully trained adult to small groups of children using books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids. 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) and comprehension: teaching children to understand the text.

Consistency and pace



Every teaching adult at Ashwood has been trained to teach reading, so we have the same expectations of progress across school. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load to enable their working memory to focus on the 'to be learned' material. CPD at Ashwood is iterative and may be pitched at the whole school, specific year groups or individual teachers. This tailored approach ensures our teaching is of the highest quality. Weekly content grids map each element of new learning to each day, week and term for the duration of the programme to ensure consistency across classes and year groups. The use of lesson templates, prompt cards and 'How-to' videos ensure all teachers and additional adults have a consistent approach and structure for each lesson. In addition, the Reading Lead and SLT use the audit and prompt cards to regularly monitor and observe teaching and regularly review and analyse the summative data to identify children and adults who need additional support.

Love of reading



We value reading for pleasure highly at Ashwood as 'Reading for pleasure is the single most important indicator of a child's success' (OECD 2002). We read to the children every day using books which reflect the children at our school and our local community, as well as books that open windows into other worlds and cultures. Every classroom has an inviting book corner with books that are refreshed regularly to entice children to read a wide range of books. 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 a regular basis to ensure communication between home and school. As the children progress through the school, they are encouraged to write their own comments to reflect on the books they have read. Regular visits to the local and school library as well as the opportunities to engage with a wide range of reading events (book fairs, author visits and workshops, national events etc) all aim to promote a love of reading.

Years 2-6

Curriculum



Our curriculum is mapped out and strategically sequenced from EYFS to Year 6. Our curriculum follows the National Curriculum and has been broken down into the following strands to aid planning and assessment:

- Phonics and decoding
- Fluency
- Common exception words
- Range & familiarity of reading
- Vocabulary
- Inference
- Prediction
- Explain
- Retrieval
- Sequencing/summarising
- Questioning

Text choices



At the beginning of each half term, each class is immersed in their core text - this heightens the reading for pleasure experience and engages all learners. For the remainder of the half term, classes move on to a rich canon of literature which helps to develop their knowledge based curriculum. Each year group will explore a different text each week from their reading canon. This links to the DREAM curriculum and deepens children's understanding of the topic. Incorporated into the teaching of reading over the course of the academic year, children will have the opportunity to explore a piece of visual literacy such as short-film, television documentary, or a picture book. This may link to the DREAM curriculum or other events or themes for the time of year.

Skill based lessons



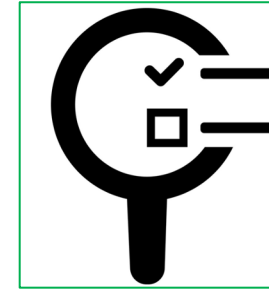
What does a week look like? There are four Reading lessons a week. Each lesson starts with a Speed Read. Teachers plan which skills they will be covering based on their class's needs. It is data and assessment informed. Lessons can include a focus on fluency, vocabulary, or key skill strands (retrieval, making inferences and summarising etc.). The lesson structure is underpinned by the EEF 'Seven-step model' planning tool. Each lesson begins with activating prior knowledge, exploring and explaining the learning and moving through modelling steps to the independent application. The lesson ends with a review/reflection.

Assessment



At the start of the year, we baseline children's reading levels using Collins Assessments. This is repeated at the start of each term to ensure children are reading books of the appropriate level. We record children's progress through the book bands. At the end of the Autumn, Spring and Summer terms, children take a summative PIRA test which enables us to analyse and monitor progress using standardised scores. Formative assessment is continuous throughout lessons, and 'toolkits' are used as a feedback mechanism each lesson.

Interventions



Reading Plus- Children in year 4-6 use an online resource called Reading Plus. Children are able to access this resource at home. This helps to develop fluency and comprehension and provides feedback about progress for staff and pupils. SHINE Interventions are used in to support learners achieve their potential. SHINE Interventions are created from the Rising Stars PIRA tests. They pull out the children who need to improve a specific reading skill, and provide intervention materials.

Catch-up Phonics



For those children who are new to English and/or are early readers, we continue to support them through teaching phonic sessions in KS2. The children are assessed using the Little Wandle Rapid Catch-up assessments. The children are in small groups and receive phonics delivered in the Little Wandle Rapid-Catch-up scheme, 3 times a week. The children are assessed frequently, in line with the Little Wandle requirements, and are monitored in terms of progress. These children still have access to the quality texts within their classroom, and the aim is for the gap to close between them and their peers.