



How do we prioritise reading?

- Our classrooms offer pupils access to a wide range of reading resources of all genres, both as traditional texts and online. Pupils have regular opportunities to select their own reading materials and choose where to read them, reinforcing reading for pleasure and encouraging a love of books.
- Through our curriculum staff expose pupils to a wide range of stimulating texts and genres which support development of decoding, fluency, prosody and comprehension as well as modelling good practice and demonstrating a love of books and reading.
- We use a range of systems to encourage reading at home including our in house reward system and reading raffles. The Reading Karate scheme is used in LKS2 to promote the importance of continuing to read at home every day.
- We celebrate reading as a whole school community through events such as our Book Oscars Awards, Book Fairs and our Extreme Reading competition. We promote the importance of continuing to read during school holidays with Reading Bingo challenges and encourage all pupils to participate in the library Summer Reading Challenge.
- In EYFS and KS1 children are heard read at least twice a week (either individually or in a group), with those identified as needing intervention reading at least 4 times a week with an adult. In KS2 targeted children receive daily intervention to develop identified aspects of reading such as fluency or comprehension. Across the school, there is a robust system of targeted and personalised interventions to support reading in place, e.g in the form of phonics intervention or precision teaching.
- Phonics teaching begins in our nursery and continues into Year 2 and LKS2 as deemed necessary by cohort. We follow the ***Little Wandle Letters and Sounds Revised*** programme.
- Our reading scheme, **Big Cat Phonics for Letters and Sounds**, is fully matched to our chosen phonics programme. Children read and re-read carefully chosen, fully decodable books which match their current stage of phonic knowledge.
- KS1/LKS2 children on the Big Cat reading scheme develop reading for pleasure by choosing their own book (from the appropriate book band) to take home at the weekend and parents are clear that these will not be fully decodable. All pupils have regular visits to choose books from the school library.
- Pupils who have moved beyond the reading scheme are taught how to select a book and are supported in choosing appropriate and accessible texts.
- In KS2, regular Whole Class Reading sessions expose children to a wide range of texts and genres. VIPERS questioning is used to develop comprehension and vocabulary.
- In EYFS and KS1, VIPERS questioning is used during individual and group reading as well as class story times.

How do we promote a love of reading?

- A love of reading is embedded in our school culture and we model and share good reading practice at every opportunity. Daily strong modelling of reading by school staff teaches children to read fluently and with expression.
- Through our reading curriculum staff expose pupils to a wide range of stimulating texts which support development of decoding, fluency, prosody and comprehension as well as modelling good practice and demonstrating a love of books and reading.

- Our in house rewards system allows pupils to accrue points to swap for books, reinforcing the notion that books and reading are highly valued across our school.
- Novel Study sessions in KS2 promote reading for pleasure, whilst also allowing a focus on extending pupils' vocabulary and comprehension through careful questioning.
- Pupils have regular opportunities to choose their own books from class libraries as well as our main library. They are taught how to choose a book that will interest them, as well as being encouraged to sometimes make more adventurous choices.
- Pupils and staff share their love of reading during our Books Oscars event, tied in with our World Book Day celebrations, by nominating their favourite book for an award. These book reviews and corresponding books are then kept in the library to encourage other pupils (and staff) to read them.

How do we make sure all pupils make progress?

- Content and sequencing of ***Little Wandle Letters and Sounds Revised*** phonics programme from Nursery to KS1 (and LKS2 as deemed appropriate).
- Phonics is taught following the ***Little Wandle Letters and Sounds Revised*** progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of revisit/review, teach, practise and apply.
- Classes are taught together so that all pupils meet their class daily learning with intervention taking place in addition.
- After whole class learning EYFS pupils move into smaller groups to complete the practise and apply session at a level appropriate to their needs.
- Regular and robust assessment quickly identifies whole class and individual next steps for teaching and intervention.
- Dedicated TAs plan and deliver effective phonics intervention in KS1 and LKS2 based on formative and summative assessment.
- English Lead oversees phonics assessment, progress and intervention across KS1 and LKS2; the EYFS Lead oversees this in the EYFS under the guidance of the English Lead.
- Reading intervention is in place for pupils across the school who need more support, for fluency and comprehension as well as decoding.
- There is a very strong and committed focus on the lowest 20% of pupils in classes and cohorts who receive regularly reviewed, personalised phonics and reading interventions designed to enable them to make the best possible progress.
- In KS1, pupil progress is monitored by staff who regularly hear pupils read and then move them through the book bands in line with their current phonic skills. This continues for some pupils into LKS2.
- In KS2, pupils are assessed via a range of means including monitoring of their progress in Novel Study and Whole Class Reading sessions, Read Theory assessment, listening to pupils read and regular reading comprehension tests. Interventions are put into place where required and regularly reviewed.
- Staff across the school are aware of the progression of reading skills across all key stages and can use this to support pupils.
- We offer support for parents in engaging in successful phonics and reading at home, as well as providing advice on supporting developing comprehension skills.

How do we match pupils' reading books to their phonic ability?

- Pupils' skills in decoding and blending are assessed regularly and tracked so that staff know their current level of attainment in phonics.

- Staff in EYFS/KS1 (and into LKS2 as necessary) choose fully decodable books from our reading scheme **Big Cat Phonics for Letters and Sounds**, linked to our chosen phonics programme, which are read at least 3 times from Monday to Thursday in order to support decoding and fluency skills.
- Staff move pupils on to the next book band level when they have mastered their current level and have the phonic skills needed to progress. The Big Cat scheme provides detailed assessment criteria and notes from group sessions are also used to inform this.
- We have a selection of Copper, Topaz and Ruby books which we use to bridge the gap for pupils who reach the end of book bands in KS1. These allow pupils to develop their core reading skills before moving on to becoming a post scheme reader.
- The Big Cat Phonics Progress books support LA pupils in Year 2 and LKS2 who are on very low book band levels by providing texts which are both phonically decodable and more suited to their age range.
- KS2 use the Barrington Stoke range of books which are designed to support dyslexic and reluctant readers.
- Staff monitor the books chosen by post-scheme readers to check the books are appropriate and there may be spot checks to assess fluency and comprehension.

How do we teach phonics from the start?

At Alverton School we use systematic, synthetic phonics teaching as the key to reading and writing. Our chosen phonics programme is ***Little Wandle Letters and Sounds Revised*** which is used with fidelity and consistency in EYFS and KS1, continuing into Year 3 as needed by individual cohorts and/or pupils. Pupils learn GPCs in a specific order and we also ensure that they are familiar with letter names for spelling non-phonetic words. Please see our Phonics and Early Reading Policy for full details.

Progression in Reception

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) 	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

Progression in Year 1

Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s -es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /ff/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Phase 6: (Year 2)

Initial assessment of Year 2 pupils will identify any gaps in learning which will be addressed by either whole class teaching or intervention using ***Little Wandle Letters and Sounds Revised***. In Phase 6 pupils continue to develop their reading skills as well as focusing on grammar, punctuation and spelling accuracy.

How do we support pupils to catch up?

- All pupils are assessed in phonics on entry to Year 1, 2 and 3 and an appropriate whole class starting point is determined, with revision and consolidation planned in as necessary.
- This assessment also immediately identifies pupils for personalised phonics and reading interventions.
- Initial assessment in KS2 determines pupils in need of extra support in all areas of reading and intervention is immediately put into place.
- Intervention in reading and phonics is tracked and regularly reviewed by staff and English lead to ensure all pupils are making progress.
- Pupil progress and data meetings with DHT ensure that leaders have an overview of progress in reading across the school.
- Pupils who do not attain the PSC in Year 1 become priority for interventions.
- Where progress becomes a concern, parents are offered advice on how best to support at home.

How do we train staff to be reading experts?

- All staff receive regular reading and phonics training (available on demand as part of ***Little Wandle Letters and Sounds Revised***) to keep up to date with current initiatives and best practice. This may be a specific focus on the SDP or a personal target identified in performance management or specific training identified by staff and may include in-house training or external training depending on the needs of the staff.
- English Lead/HT/DHT/SHIP conduct monitoring which leads to action points to be shared with staff to further develop good practice.
- English Lead regularly liaises with colleagues across TPAT to share ideas, resources and good practice which are then shared with school staff.
- English Lead researches best practice and new initiatives in phonics and reading and leads staff meetings to share these with staff.

- English Lead monitors reading across the school and is available to support and coach staff where required.