



Reading and Phonics Policy

Approved by: Full Governing Body

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Signed: Chair: Mr. C Harris

At Reddal Hill Primary School we celebrate that English is a tool for both our thinking and learning. We continually work to develop our children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. In this way become empowered to interpret the world around them and to make sense of their experiences.

SPEAKING AND LISTENING

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers at Reddal Hill will therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils at Reddal Hill will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They will be assisted in making their thinking clear to themselves as well as to others, and teachers will ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Opportunities will be planned so that pupils will be taught to understand and use the conventions for discussion and debate. All pupils will be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils will be given opportunities to adopt, create and sustain a range of roles, responding appropriately to others in role. Teachers will plan for pupils to have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements, which underpin all aspects of spoken language across the six years of primary education, form part of the national curriculum.

Spoken Language: Early Year Foundation Stage (EYFS) and Key Stage One (Years 1 and 2):

At Reddal Hill children will learn to speak confidently and listen to what others have to say. Teachers will plan a range of opportunities to begin to read and write independently and with enthusiasm. Pupils will be encouraged to use language to explore their own experiences and imaginary worlds.

Spoken Language: Key Stage Two (Years 3-6):

Children will learn to change the way they speak and write to suit different situations, purposes and audiences. They will be given opportunities to read a range of texts and respond to different layers of meaning in them. Teachers will plan opportunities for pupils to explore the use of language in literary and non-literary texts and learn how the structure of language works.

READING

Intent:

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." —
Dr. Seuss, *I Can Read with My Eyes Shut!*

"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that." — Stephen King

At Reddal Hill Primary School we believe that reading is a crucial part of school life, and we aim for excellence in reading achievement throughout the school. Reading gives pupils the chance to develop culturally, emotionally, intellectually, socially and spiritually; we provide a wealth of opportunities for pupils to read widely and often, enabling them to both acquire knowledge and to build on what they already know.

It is our aim that pupils, at Reddal Hill Primary School, read with confidence, fluency and understanding, using a range of independent strategies. They learn to take responsibility for their own learning, demonstrate a love of reading and a desire to read for enjoyment. Through reading widely and often, pupils develop a growing vocabulary and become adept at using their creativity, imagination, inventiveness and critical awareness.

The National Curriculum

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 language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding;
- Develop the habit of reading widely and often, for both pleasure and information;
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; and
- Appreciate our rich and varied literary heritage.

Reading in the Early Years:

It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background. At Reddal Hill Primary School 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 synthetic phonics programme. We start teaching Little Wandle Foundations in our Nursery and then, from Reception, we 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 our children are able to tackle any unfamiliar words as they read. At Reddal Hill Primary School 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.

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.

Little Wandle Foundations is aligned to the non-statutory guidance on Development Matters and Birth to 5 Matters as well as the Early Years Foundation Stage (EYFS) statutory framework. We use it as part of our wider provision for Communication and Language, and Literacy.

It supports children to:

- develop their phonological awareness, including rhyme, alliteration, syllables, initial and voice sounds, and oral blending
- love stories and rhymes, and learn by heart a bank of familiar favourites
- increase their vocabulary and confidence to talk
- improve their listening and ability to take part in back-and-forth conversations.

We believe that the priority in Nursery should be to build the foundations for phonics for all children. Research tells us that disadvantaged children start Nursery behind their more fortunate peers. By leaving formal phonics teaching to Reception, Foundations allows us to devote more time to working with children who need extra help to develop the skills and behaviours that underpin successful reading.

Language and Nursery Rhymes in Reception

Research tells us that nursery rhymes can support children to develop their language, their awareness of sounds within words and even their later reading ([Bryant et al. 1989](#)).

We use the Little Wandle Rhyme time films and accompanying phonological awareness planning to complement and reinforce our Phase 2 teaching.

Daily Phonics Lessons in Reception and Year 1

We teach phonics for 20 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to full-length lessons 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Phonics and Spelling in Year 2

Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression.

Any gaps in teaching are addressed through daily phonics lessons until the programme is completed.

Corresponding summative assessments are carried out to ensure this content is secure. Once all the Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling. We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review. Children with larger gaps in their phonic knowledge than their peers have daily phonics teaching and follow the Rapid Catch-up programme.

Daily Keep-up lessons ensure every child learns to read

Any child in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult. Daily Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.

Children in Year 2 to Year 6: Rapid Catch-up

We timetable daily phonics lessons for any child in Year 2 and above who is not at age-related expectations for 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. These short, sharp lessons last 15 to 20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

We assess children who are new to our school, new to the country or new to English using the Rapid Catch-up assessments to quickly identify their needs. We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace. We assess children every four weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

Reading in Rapid Catch-up lessons mirrors the core programme. Children following the Rapid Catch-up programme are taught to read using the 7+ fully decodable books. These follow the same progression as the core programme but are more appropriate for older readers.

Early Reading

At Reddal Hill Primary School, 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 a Reading Leader (Mrs Rogers) who drives the early reading programme in our school. This person is highly skilled in 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.

Teaching Reading: Reading Practice Sessions

We teach reading practice sessions four times a week. These:

- 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 to 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: teaching children to use phonic knowledge to read words
- prosody: teaching children to read with understanding and expression
- comprehension: using dialogic talk to help children to understand the text.

In Reception, these sessions start in Week 4 of teaching at the latest. Initially, children will read wordless books. In these sessions, children review GPCS and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge. Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.

In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5). To exit the programme, we complete the final fluency assessment to ensure children can read with adequate speed and accuracy: approximately 60 words per minute with 90%+ accuracy.

Teaching Reading: Fluency Programme

We teach reading to children in Year 3 and above who have exited the core programme using Little Wandle Fluency. Each Fluency reading lesson is 15 minutes. The structure of every lesson is the same:

- A pre-read to practise reading words and to support vocabulary
- Children read aloud for ten minutes and the teacher 'taps in' to hear every child read
- Focussed teaching of prosody, repeated reading and comprehension through discussion.

We assess reading speed and accuracy every 12 weeks and use these assessments to monitor progress and allocate books. We also use Assessment for Learning (AfL) and our professional judgement to assess each child's progress in reading, so we can ensure that they have the right books to meet their needs. Comprehension is taught through dialogic talk and teachers use their AfL to quickly address misconceptions and develop children's curiosity and engagement with each book.

See below for Reddal Hill Primary School's colour banding system.

Average Year group	Term of child reads the book	Child can read books containing the following	Child can read books containing the following
Nursery / Reception	N/A	Reception – Autumn 1	Use wordless picture books
Reception	Reception – Autumn 1 to Autumn 2	s a t p i n	Phase 2 Set 1
	Reception – Autumn 1 to Autumn 2	s a t p i n m d	Phase 2 Set 2
	Reception – Autumn 2	g o c k ck	Phase 2 Set 3
	Reception Spring 1	e u r h b f ff l ll ss	Phase 2 Set 4
	Reception Spring 2	ai ee igh oa oo are or ur ow oi ear air er	Phase 3 Set 1
	Reception Summer 1	ar or ur ow oi ear air er	Phase 3 Set 2
	Reception Summer 2	Adjacent consonants and short vowels	Phase 4 Set 1
Year 1	Year 1 Autumn 1	Adjacent consonants and short vowels	Phase 4 Set 2
	Year 1 Autumn 2	Adjacent consonants and short vowels Alternative phonemes	Phase 4 Set 2 Phase 5 Set 1
	Year 1 Spring 1	Phase 5 Set 2 GPCS	Phase 5 Set 2
	Year 1 Spring 2	Phase 5 Set 3 GPCS	Phase 5 Set 3
	Year 1 Summer 1	Phase 5 Set 4 GPCS	Phase 5 Set 4
	Year 1 Summer 2	Phase 5 Set 4 GPCS	Phase 5 Set 4
Year 2	Year 2 Autumn 1	Phase 5 Set 5 GPCS	Phase 5 Set 5
	After Phase 5 Assessment	Fluency 1 to 5	Fluency 1 to 5
Year 3	After Initial Fluency Assessment	Fluency 6 to 10	Fluency 6 to 10

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for Learning (AfL) is used:

- daily within class to identify children who require Daily Keep-up support, as well as words and GPCs that need additional teaching
- to plan repeated practice throughout the day to ensure all children secure learning
- weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessments are uploaded onto the Assessments tracker for Reception and Year 1. These are used:

- to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups
- by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level
- by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.

We assess:

- every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught
- to establish if learning is secure for more than 70% of children before new content is taught
- to identify any children needing additional support and to plan the Keep-up support that they need

We reassess every three weeks every child who is not on track.

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1 and Year 2, when children are reading the Phase 5 Set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 Set 3, 4 and 5 books
- to assess when children are ready to exit their programme*
- for children in Year 2 and above who are taught Little Wandle Fluency. These assessments identify the best Fluency book level for each child. We assess the children every term (every 12 weeks or so).

*Year 2 children can exit the Rapid-Catch-up programme when they can read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A **placement assessment** is used:

- with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and to plan and provide appropriate extra teaching.

Statutory Assessment

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check resits it in Year 2.

Reading in Key Stage 2:

Reading within Key Stage Two, build on previously developed reading skills learnt and develops further children's independent reading skills, comprehension and fluency. Children study a range of age appropriate high-quality texts in depth and particular attention is given to the teaching of vocabulary. Skills are taught closely linked to the reading content domains for their appropriate age, whilst following the inference reading programme.

Reading lessons include whole class teaching of reading skills and strategies, independent opportunities and time for guided reading. To ensure that all pupils are taught the skills that are age appropriate and progressive, teachers using Reddal Hill's reading progression guide. A copy of this can be obtained by asking a member of staff.

Key Stage Two: Content domain reference
2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

Pupils are heard reading at least once a week during a guided reading session and will read their individual reading book to an adult in school. Individual reading will be recorded in the child's reading record book. Pupils who require extra support with reading skills will read their individual reading book frequently throughout the week or partake in the daily Keep Up sessions or additional reading fluency practice.

Class teacher's monitors each child's progress formatively and summatively, and sets targets based upon this ongoing assessment. As a school, teacher use the PM Benchmark reading assessment resource to gather formative reading assessment data on a termly basis. The year group expectations are also highlighted at least once each half term, using the school assessment system, so that progress against the statements is clear. Progress and targets are shared with parents during parents' / carers' evenings.

Story time, timetabled an appropriate time of the day, consistently reinforces reading skills and strategies through text discussions enabling pupils to gain a wealth of story language and understanding. This is also an opportunity to share a wealth of age-appropriate texts and gain enjoyment from reading and sharing books.

Guided Reading

For the pupils who have passed the Little Wandle Fluency assessment at set 10, will take part in a weekly guided reading session. Guided reading is used to further develop pupils comprehension skills of inference and deduction. Pupils are taught in small groups set according to ability. Guided reading is principally the class teachers' responsibility and must be planned and evaluated for all children by the class teacher. However, Learning Support Practitioners (LSPs) can also deliver guided reading sessions.

Guided reading and Fluency sessions are taught outside of English lessons. Teacher's must teach guided reading during the assembly time, where there is a quiet and stimulating environment. All teachers or LSPs should complete a record sheet to make notes about the progress each pupil has made. This will aid the assessment of reading and future planning.

Staff at Reddal Hill Primary School have created a document called the Reddal Hill Reading Diet. This document outlines the high-quality reading texts specifically chosen for each year group. Teachers use the Reading Diet to plan what text the pupils will read during the guided reading sessions. All pupils should have access to the same high-quality text and teachers should plan the session specifically for their ability. There will be some cases where pupils will need a separate text to match their emotional or academic ability. This will be planned for accordingly by the teacher.

PM Benchmark Assessments:

Pupils who have passed the Level 10 Fluency Assessment are assessed on a termly basis using PM Benchmark. The PM Benchmark assess' (pupils on their oral reading ability as well as their comprehension skills. This assessment is used to inform teacher's planning, ensures consistent and accurate levelling in reading and gives each pupil a coloured book band appropriate for their reading comprehension age. Teachers will move pupils up onto the next colour band when they know the child is reading 95% of the text fluently, and if the pupil has sound understanding of the text they have read.

Pupils who have surpassed the book banding programme can access a selection of challenging texts and novels (labelled as black band).

See below for Reddal Hill Primary School's colour banding system.

Year 4	After PM Benchmark Assessment	Ruby	8 – <u>9 years</u>
		Emerald	8 – <u>9 years</u>
Year 5	After PM Benchmark Assessment	Sapphire	9 – <u>10 years</u>
Year 6	After PM Benchmark Assessment	Diamond	10 + years
		Pearl	<u>10+</u> years
			11 years – 11.5 years 11.5 years – 12 years

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. 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 Leader and SMT use checklists and templates to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and have gaps in learning.

Additional reading support for vulnerable children

Children in Reception and Year 1 who are receiving additional phonics Daily Keep-up sessions read their reading practice book regularly to an adult in school. We prioritise children who may not have reading support at home or who may not have access to books. We ensure that they have individual reading times with volunteers and staff to share quality children's literature to promote a love of reading.

Home Reading

The decodable reading practice book is taken home to ensure success is shared with the family.

- Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
- 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.

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 highly value reading for pleasure and work hard as a school to grow our reading for pleasure pedagogy.

- We read aloud to children every day using high quality texts from our Reddal Hill Reading Diet.
- We choose these books carefully as we want children to experience a wide range of books, including those that reflect the children at Reddal Hill and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free-flow time and the books are continually refreshed.
- Children choose from our range of carefully chosen books to take home and share with an adult. We keep a record of the children's choices, so we get to know them as readers.
- As children progress through school, we take time to get to know them as readers and ensure that we engage in meaningful conversations about the books that they have read. By doing this we can recommend authors and genres of books to expand their interests.
- Each class visits the local library each year.
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops)
- We encourage all pupils to read using our Read to Succeed initiative where children can receive badges and certificates for the amount of times they read at home.
- We organise author visits / online webinars to develop.

The Reading Environment

Every class will have access to a reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting a range of genres, cultures, gender and race.

Every class will also have a range of books available to pupils that reflect their current class topic. Laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas.

Each class will have displayed the book of the week. This book is a high-quality book suitable for the age and is read to them by an adult, daily. A respect for books is fostered and modelled by all staff.

All classrooms have a display, i.e. a 'Magpie Wall,' dedicated to high quality vocabulary. Teachers and pupils add rich vocabulary that have been heard throughout the day, including reading aloud sessions. The pupils are encouraged to use these words in their daily conversations and when they are writing.

Library

All children have the opportunity to visit the library on a bi-weekly basis. The library is also open on a Friday afternoon for parents and pupils to visit. We use a library software system called Libresoft, which checks books in and out.

To develop the love of reading, all classes organise to visit the local library at least once per academic year.

Volunteers

The school encourages people who have a shared love of reading to come into school to listen to children read. Each volunteer will be allocated to a class and the class teacher will then select children who will benefit from reading more often throughout the week. Volunteers are trained in our reading systems by a member of the Senior Management Team so that high quality reading is continued.