



EARLY READING AT ARAGON PRIMARY SCHOOL

At Aragon we have an uncompromising belief that all children should develop a love of reading through an engaging and broad curriculum. For children to become fluent readers and writers, we believe that they must be taught phonics through a systematic and structured phonics programme. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of their starting points.

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



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We start teaching phonics in Nursery 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 our children can tackle any unfamiliar words as they read. At Aragon Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside the phonics lesson and across the curriculum.

At Aragon Primary School, we encourage our children to see themselves as readers for both pleasure and purpose. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure.



“Children in the early years develop phonics knowledge effectively. Teachers constantly check pupils’ understanding. Reading books are carefully matched to the sounds that children know. Consequently, they are becoming successful, confident readers.”

OFSTED, December 2019

HOW WE TEACH PHONICS AND EARLY READING

- In our Nursery, children follow the Little Wandle Letters and Sounds Revised 'Foundations for Phonics' guidance.
- We provide a balance of child-led and adult-led experiences that meet the curriculum expectations for 'Communication and Language' and 'Literacy'. These include:
 - sharing high-quality texts and poems
 - learning a range of nursery and action rhymes
 - activities that model focused listening and attention, including oral blending
 - attention to high-quality language.
- In Reception and Y1, children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session every Friday.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. 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. By the end of Reception, children will have been taught up to the end of phase 4.
- By the end of Y1, children will have been taught up to the end of phase 5. Y1 lessons are 30 minutes long.
- Children in Y2 recap any gaps in their phonics knowledge in the Autumn Term.



'LET'S READ' SESSIONS

Across Reception and Key Stage 1, we teach children to read through reading practice sessions, 'Let's Read', three times a week. These:

- are taught in 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
- sessions follow the model set out in Little Wandle Letters and sounds Revised

Each Let's Read session has a clear focus, so that the demands of the session do not overload the children's working memory. The 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.

READING AT HOME

At the end of each week, the children will take home the same book that they have been reading in their 'Let's Read' sessions. This gives our children the opportunity to show off their learning as a '**celebration**' read. The children should be able to read their book with developing confidence, fluency and without any significant help.

We strongly believe in working with our parents to support the children with their early reading skills and we encourage our parents to celebrate their success! After the children have finished reading their book, we always encourage our parents to talk about the book with them. There are starter activities at the front of the reading book and comprehension and prosody activities at the back of the book for them to ask their child.



ASSESSMENT IN PHONICS

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

- In Reception, Year 1 and Year 2 at the end of each week there is a review session which recaps the learning. There are also whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher's ongoing formative assessment).
- Children identified in Reception, Year 1 and Year 2 as in danger of falling behind are immediately identified and receive daily 'keep up' sessions are put in place – these sessions follow the Little Wandle Letters and Sounds Revised programme.
- In Reception and Year 1, the children are assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessment tracker.
- Children in Year 1 complete the statutory Phonics Screening Check in the summer term.
- Children who do not meet the standard in the Phonics Screening Check in Y1, will complete this in Y2. Support continues to be put in place for these children.



Pupil Survey Results 2021

94.3% of children valued themselves as good readers
83.9% of children enjoy reading
98.8% of children saw their teachers as reading role models

READING FOR PLEASURE

Here at Aragon Primary School, we believe that all children should develop a love of reading and are exposed to a range of interesting and relevant authors. Alongside daily teaching of phonics, reading for pleasure is an important part of our Early Reading offer. We ensure Teaching of poetry, which includes performing and learning a range of poems by heart.

We promote a love of reading in the following ways:

- Daily story time.
- Whole class reading sessions which include a range of books that are mapped out to ensure children have a rich reading diet, vocabulary is explicitly taught and children can learn key phrases in the book.
- Book areas within the classroom which have a careful selection of books, including books by a focus author and teacher recommendations.
- Use of Little Wandle Letters and Sounds Revised 'Foundations for a Love of reading' stories in nursery.
- Alongside children's decodable reading book, children also take home a reading for pleasure book each week. In each year group, children will take home a range of book by authors, including some which they have read in class.
- Book events e.g. World Book Day, Coffee Mornings where parents are invited to come and read with their child, Reading Champions where Key Stage 2 children read with younger children, paired reading events, library visits, Book Fest visits.



“Teachers develop pupils’ love of reading. Many pupils regularly read for pleasure at home.”

OFSTED, December 2019

91% of Year 1 children in 2022 passed the Phonics Screening Check.

Key Areas for Development in 2022-2023

To continue to ensure that 'Little Wandle Letters & Sounds Revised' scheme of work is fully embedded in Reception & Year 1.

To implement 'Foundations for Phonics' scheme of work from Little Wandle in Nursery.

To implement the Rapid Catch Up programme in Year 3.