



Deerhurst & Apperley C of E Primary School

Early Reading, Phonics, book coverage and targets
Intent, Implement and Impact Reviewed May 2024

At Deerhurst and Apperley, to support early reading and phonics we currently use Little Wandle Letters and Sounds Revisited (validated programme by DFE 2021). This document takes into account the requirements of SSP as well as following recommendations explored and reviewed in 'The Reading Framework' July 2021. [The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942142/reading-framework-july-2021.pdf) and also the latest revised Reading



Framework July 2023

A complete systematic synthetic phonics (SSP) programme is one that provides:

- all that is essential to teach SSP to children in reception and Key Stage 1 years of mainstream primary schools
- sufficient support for children in Reception and Key Stage 1 to become fluent readers
- a structured route for most children to meet or exceed the expected standard in the year one phonics screening check
- all national curriculum expectations for word reading through decoding by the end of Key Stage 1

This document provides an overview of the teaching of the revisited letters and sounds, Little Wandle programme at Deerhurst and Apperley for intent, implementation and impact for children.

At Deerhurst and Apperley we teach:

- direct, discrete and focused phonics every day in Reception and Key Stage 1
- children read from books with the sounds they know, while they are learning to read
- focused reading skills in Guided and individual reading sessions with teachers and teaching assistants

Teachers and teaching assistants provide extra practice throughout the day for the vulnerable group and the children who make the slowest progress (the lowest 20%) with an aim to ensure all children before entering Year 3 can read age-appropriate books. When a child's progress becomes a concern, the class teacher will discuss the child concerned with the SENCO and SEN procedure will be followed (see SEN policy for further information). All teachers endeavour to instil a love of literature for all children.

Our intention translates the National Curriculum reading and phonics framework into a context, which is relevant to our setting and enables staff to evaluate the knowledge and understanding pupils have gained. All contexts are connected from EYFS, KS1 and on into KS2.

Early Reading: Intent, Implementation and Impact

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. In Reception and Year 1 & 2, all reading books are coloured banded by Phonic phase to ensure books are matched to their phonic knowledge to develop children's confidence and accuracy in their reading. As following the guidance and recommendation from The Reading Framework (DfE, July 2021, [The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/95421/reading-framework-2021.pdf)) and the additional framework of July 2023.

From the National Curriculum 2014, the programmes of study for reading at Key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

At Deerhurst and Apperley, we implement this by developing pupils' competence in both dimensions; different kinds of teaching are needed for each through discrete Guided Reading and Phonics sessions daily. This is interconnected within school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. We implement and support children to build on their cultural capital through story time, whole school worship, guided reading and daily reading sessions. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.



Every opportunity to welcome volunteer readers into school is encouraged and efficiently timetabled.

All children are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Parent and school partnership also focuses on the importance of reading and recording in reading records.

Class teachers chose class books for whole class reading for pleasure as well as develop and support the following skills:

- Have a strong narrative that will sustain multiple readings
- Illustrations which are engaging and reflect children from all backgrounds and cultures
- Stories set in other countries
- Traditional stories from literary history
- Help children to understand the lives of people whose experiences and perspectives may be different from their own
- Resistant - written to resist easy meaning-making by readers
- Extend children's vocabulary
- Elicit a strong emotional or physical response - curiosity, anger, excitement, laughter, empathy

Texts are well chosen across school and each academic year classical texts are put into planning grids and implemented to ensure children have a breath and knowledge of variety of text types.

Year/ Group	Intent	Implement	Impact	
Pre-School Early Years Foundation Stage 3 and 4 Year Olds	Early Years Framework 2021	<u>Adult led Activities and 'In the moment Planning' (ITMP)</u> <ul style="list-style-type: none">• Story time with culturally diverse, imaginative and ambitious book chosen by children and adults• Wordless Picture books• Story making• World Book Day	All children will have the opportunity to develop and build upon their cultural capital as well as their understanding of <u>Individual Liberty</u> - to reflect and embrace other people's similarities and differences and <u>Respect and Tolerance</u> - to challenge gender, cultural and racial stereotyping supporting our British Values Curriculum across the setting of Little Deers and Deerhurst and Apperley. Wordless Picture books will support vocabulary and inference skills.	
	Educational Programme	The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds to match the programme of study for reading.		
	Literacy	The most relevant statements for reading are taken from the following areas of learning: <ul style="list-style-type: none">• Communication and Language• Literacy• Expressive Arts and Design• Understanding the World		
	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).			
	Reading: Word Reading			
	Phonics and Decoding			
	Three and Four-Year-Olds	Literacy		<ul style="list-style-type: none">• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in words• recognise words with the same initial sound, such as money and mother
	Fluency			
	Three and Four-Year-Olds	Literacy		<ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">• print has meaning• the names of different parts of a book• print can have different purposes• page sequencing• we read English text from left to right and from top to bottom• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in words• recognise words with the same initial sound, such as money and mother
	Reading: Comprehension			
Understanding and Correcting Inaccuracies				

		<table><tr><td rowspan="2">Three and Four-Year-Olds</td><td>Communication and Language</td><td><ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</td></tr><tr><td>Literacy</td><td><ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.</td></tr><tr><td colspan="3">Comparing, Contrasting and Commenting</td></tr><tr><td>Three and Four-Year-Olds</td><td>Communication and Language</td><td><ul style="list-style-type: none">• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</td></tr><tr><td colspan="3">Words in Context and Authorial Choice</td></tr><tr><td rowspan="2">Three and Four-Year-Olds</td><td>Communication and Language</td><td><ul style="list-style-type: none">• Use a wider range of vocabulary.</td></tr><tr><td>Literacy</td><td><ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.</td></tr><tr><td colspan="3">Inference and Prediction</td></tr><tr><td>Three and Four-Year-Olds</td><td>Communication and Language</td><td><ul style="list-style-type: none">• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</td></tr><tr><td colspan="3">Poetry and Performance</td></tr><tr><td rowspan="2">Three and Four-Year-Olds</td><td>Communication and Language</td><td><ul style="list-style-type: none">• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</td></tr><tr><td>Expressive Arts and Design</td><td><ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person (‘pitch match’).• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.</td></tr></table>	Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	Literacy	<ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.	Comparing, Contrasting and Commenting			Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	Words in Context and Authorial Choice			Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Use a wider range of vocabulary.	Literacy	<ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.	Inference and Prediction			Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Poetry and Performance			Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Expressive Arts and Design	<ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person (‘pitch match’).• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.	
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Year/ Group	Intent	Implement	Impact																																	

Reception
Early Years
Foundation
Stage

Reception Year

Educational Programme

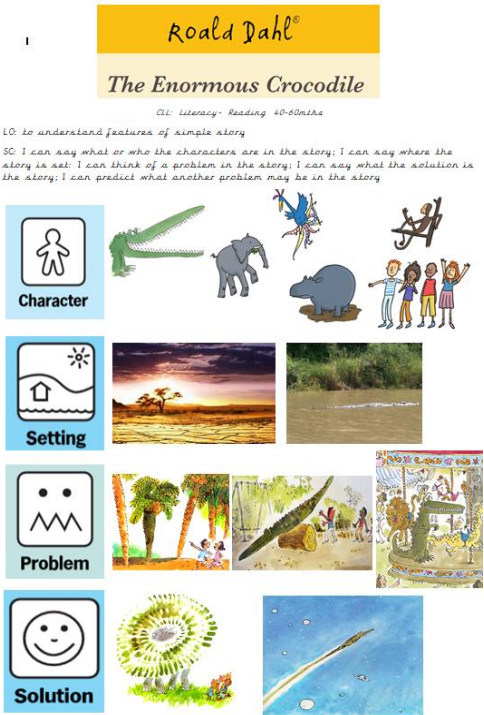
Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Children are taught to identify features of stories which are shared such as Character, Setting, Problem and Solution (as demonstrated in the photo)
Children introduced to reading skill characters to develop early comprehension skills.



- Storytime opportunities weekly with culturally diverse, imaginative and ambitious book chosen by children and adults
- Wordless Picture books
- Story making
- World Book Day
- Reading opportunities in Worship
- E-books, Video/ Audiobooks available for children to access for group and individual reading
- EYFS Profile highlights the strands of poetry and rhymes as well as songs.
- CGP 10 minute Phonic home workout book used to consolidate



All children are given appropriate decodable books, which they are able to read within the phonic phase their working within.

Children are able to demonstrate understanding when talking with others about what they have read.

All children will have the opportunity to develop and build upon their cultural capital as well as their understanding of Individual Liberty - to reflect and embrace other people's similarities and differences and Respect and Tolerance - to challenge gender, cultural and racial stereotyping supporting our British Values Curriculum.

Reading: Word Reading			
Phonics and Decoding			
Reception	Literacy		<ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
ELG	Literacy	Word Reading	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words			
Reception	Literacy		<ul style="list-style-type: none">• Read a few common exception words matched to the school’s phonic programme.
Fluency			

		Reception	Literacy		<ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of letter-sound correspondences.Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		
		ELG	Literacy	Reading	<ul style="list-style-type: none">Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		
		Reading: Comprehension					
		Understanding and Correcting Inaccuracies					
		Reception	Communication and Language		<ul style="list-style-type: none">Listen to and talk about stories to build familiarity and understanding.Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Listen carefully to rhymes and songs, paying attention to how they sound.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
		ELG	Literacy	Comprehension	<ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Anticipate (where appropriate) key events in stories.Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
		Comparing, Contrasting and Commenting					
		Reception	Understanding the World		<ul style="list-style-type: none">Compare and contrast characters from stories, including figures from the past.		
		ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.		
				Speaking	<ul style="list-style-type: none">Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		
		Words in Context and Authorial Choice					

		Communication and Language		<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Use new vocabulary in different contexts.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
		Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		
		Literacy	Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
		Inference and Prediction				
		Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		
		Literacy	Comprehension	<ul style="list-style-type: none">• Anticipate (where appropriate) key events in stories.		
		Poetry and Performance				
		Reception	Communication and Language		<ul style="list-style-type: none">• Engage in storytimes.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Learn rhymes, poems and songs.	
			Expressive Arts and Design		<ul style="list-style-type: none">• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.	
		ELG	Literacy	Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	
			Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">• Make use of props and materials when role playing characters in narratives and stories.	
				Being Imaginative and Expressive	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with their peers and their teacher.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	
		Non-Fiction				
		Reception	Communication and Language		<ul style="list-style-type: none">• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	

		ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		
			Literacy	Comprehension	<ul style="list-style-type: none">• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		

Year/Group	Intent	Implement - Year 1 & Year 2	Impact
Year 1 Aged 5 - 6	<p><u>Word Reading (linked to Phonics Intent, Implementation and Impact progression plan)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. <p><u>Comprehension</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. 	<p>Children take part in daily focused phonics and guided reading sessions.</p> <p>Children are appropriately grouped with peers with similar attainment in guided reading.</p> <p>Phonic application is constantly reinforced during writing, oracy derived performances, drama and worship.</p> <p>Guided Reading sessions are implemented each day and key questions used for deeper understanding as well as follow up activities.</p> <p>Children with SEND & Vulnerable group have extra reading sessions through Headteacher, SENDCO and volunteer reading sessions.</p>	<p>Children are able to apply and practise their phonic knowledge to read age appropriate books from class library (beyond colour banded reading books)</p> <p>Children become confident readers and progress through levels.</p> <p>Those that are identified as needing support make good progress and reading ages are measured through our V.G tracking document.</p>

Year Group	Intent		Impact
<p>Year 2 Aged 6-7</p>	<p><u>Word Reading</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. <p><u>Comprehension</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions 	<p>Through implementation of reading children also identify common exception words and these are used in their writing.</p> <p>Comprehension homework books are consistent throughout school and consolidate and expand comprehension together in school. As well as adding impact to other subjects in the curriculum.</p> <p>In the moment reading is used to develop background knowledge, prediction, visualisation, inference and spotting new and interesting vocabulary to 'magpie' for their own work and expanding vocabulary.</p>	<p>Impact on KS1 writing and reading outcomes in relation to STA assessment.</p> <p>Rising Star assessment gives accurate feedback and teachers used by teacher to discuss next steps with children and parents.</p>

	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 		
SEND/ Intervention Strategies	<p>Children who are making the slowest progress (the 20%) are supported with daily individual reading and are given opportunities to develop their reading comprehension with appropriately chosen books which will support their interest and engender a love of reading.</p> <p>Children are given Little Wandle Keep Up support, which is an adapted programme to be followed with whole class teaching.</p>	<p>Short Sharp interventions for reading are addressed.</p> <p>Children with SEND and the V.G have opportunities for 'Pets for Therapy' sessions to encourage reading and discussion.</p> <p>Reading ages are checked for progress of the slowest learners to narrow gaps.</p>	<p>VG and Children with SEN make progress in their reading.</p> <p>All staff use AFL to move learning on and the VG tracker identifies small steps of progress.</p>



Phonics: Intent, Implementation and Impact

Intent

Phonics (reading and spelling)

At Deerhurst and Apperley, 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 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 our children are able to tackle any unfamiliar words as they read. At Deerhurst and Apperley, 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 Deerhurst and Apperley, 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 Leaders who drives the early reading programme in our school. Leaders 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.

It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

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.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. 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.
- 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.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily 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.
- We timetable daily phonics lessons for any child in Year 2 or 3 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.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three 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*
 - 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 sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

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 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.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

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.

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.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Deerhurst and Apperley 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 and Reception, children have access to the reading corner every day in their free flow 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 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 and keep a list of the books/authors that they have read.
- 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, national events etc).

Impact

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 class teacher 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 to 6 are assessed through:
 - their teacher's ongoing formative assessment
 - the *Little Wandle Letters and Sounds* placement assessment
 - the appropriate half-termly assessments.


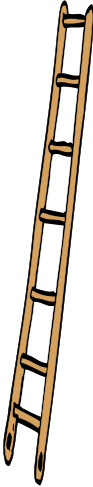
Book Coverage is carefully thought out


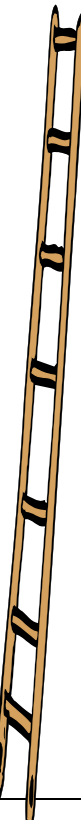
2023 - 24				
Term	Reception	Class 1	Class 2	Class 3
One	<p>Nursery Rhymes & Traditional Tales</p> <p>The Enormous Turnip</p> <p>Pumpkin Soup by Helen Cooper</p> <p>Where the Wild Things Are by Maurice Sendak</p>	<p>Enid Blyton - The Enchanted Wood (Class Novel)</p> <p>Michael Morpurgo—The Rainbow bear.</p> <p>Non Fiction: Usborne – Look inside our world.</p>	<p>Tell Me A Dragon by Jackie Morris (Poetry)</p> <p>Leon and the Place Between by Angela Mcallister and Grahame Baker-Smith</p> <p>The Strange World Travel Agency by L.D.Lapinski (Class Reader)</p>	<p>I Am Cat by Jackie Morris (Poetry)</p> <p>How to Live Forever by Colin Thompson</p> <p>The Odyssey retold by Gillian Cross (Class Reader)</p>
Two	<p>The Gruffalo by Julia Donaldson</p>	<p>The Colour of Home – Mary Hoffman</p> <p>Non Fiction: Homes and habitats</p> <p>Christmas stories and poetry - various</p>	<p>Theseus and the Minotaur Everest by Alexandra Stewart</p> <p>Voyage of the Sparrowhawk by Natasha Farrant (Class Reader)</p>	<p>A Christmas Carol by Charles Dickens (Class Reader)</p> <p>Cloudbusting by Malorie Blackman</p> <p>Space Oddity by Christopher Edge (Class Reader)</p>
Three	<p>Izzy Gizmo by Pip Jones</p> <p>Anansi the Spider by Gerald McDermott</p> <p>Bringing the Rain to Kapiti Plain by Verna Aardema</p>	<p>Jeff Brown – Flat Stanley's worldwide Adventures (Class Novel)</p> <p>The Three Little Pigs.</p> <p>The Three Little Wolves and the Big Bad Pig. Eugene Trivizas and Helen Oxenbury</p> <p>Non fiction – Cool Architecture – by Simon Armstrong</p>	<p>How To Train A Dragon by Cressida Cowell</p> <p>Harry Potter and the Philosopher's Stone by JK Rowling</p> <p>BFG (Class Reader)</p>	<p>Clockwork by Philip Pullman (Class Reader)</p> <p>Fantastic Beasts and Where to Find Them by JK Rowling</p>
Four		<p>The Most Magnificent Thing by Ashley Spires</p>	<p>Romeo and Juliet by William Shakespeare</p> <p>A Book of Bears or Oceanarium/ Planetarium</p>	<p>The True Story of the Three Little Pigs by Jon Scieszka</p>

		Non Fiction: Holes by Jonathan Litton Poetry – All the wild wonders – poems of our earth by Wendy Coolings	(depending on childrens interests) The Way to Impossible Island by Sophie Kirtley	Arthur: The Always King by Kevin Crossley-Holland (Class Reader)
Five	Hairy Maclary from Donaldson's Dairy by Lynley Dodd So Much by Trish Cooke My Shadow is Pink by Scott Stuart	George's Marvellous medicine by Roald Dahl (Class Novel) Jack and the Beanstalk (version TBC) Non Fiction: Where do vegetables/grains/fruit/meat come from? By Lisa Staniford.	Seriously! Cinderella is SO Annoying! Trisha Speed Shaskan The Theif Who Sang Stars or The Chime Seekers (Class Reader)	Viking Boy by Tony Bradman (Class Reader) Shackleton's Journey by William Grill (SATs writing unit)
Six			Dr Coe and the Pigeon Protest The Glasshouse of Stars (Class Reader)	Arthur and the Golden Rope by Joe Todd Stanton Wallace and Gromit: The Complete Cracking Contraptions by Nick Park

Example

TARGETS

	Word Reading	Comprehension	Spoken Language (Common across Key Stage 1 and Key Stage 2)
<p>Year 1</p> 	<ul style="list-style-type: none"> • I can apply phonic knowledge and skills as the route to decode words • I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • I can read other words of more than one syllable that contain taught GPCs • I can read words with contractions, and understand that the apostrophe represents the omitted letter(s) • I can read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • I can reread these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • I can develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known • I can understand both the books I can already read accurately and fluently and those I listen to by: <ul style="list-style-type: none"> * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far • I can participate in discussion about what is read to me, taking turns and listening to what others say • I can explain clearly my understanding of what is read to me 	<ul style="list-style-type: none"> • I can listen and respond appropriately to adults and my peers • I can ask relevant questions to extend my understanding and knowledge • I can use relevant strategies to build their vocabulary • I can articulate and justify answers, arguments and opinions • I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • I can speak audibly and fluently with an increasing command of Standard English • I can participate in discussions, presentations, performances, roleplay/improvisations and debates • I can gain, maintain and monitor the interest of the listener(s) • I can consider and evaluate different viewpoints, attending to and building on the contributions of others • I can select and use appropriate registers for effective communication

	Word Reading	Comprehension	Spoken Language (Common across Key Stage 1 and Key Stage 2)
<p>year 2</p> 	<ul style="list-style-type: none">• I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• I can read accurately words of two or more syllables that contain the same graphemes as above• I can read words containing common suffixes• I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word• I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• I can reread these books to build up their fluency and confidence in word reading.	<ul style="list-style-type: none">• I can develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none">* listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently* discussing the sequence of events in books and how items of information are related* becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales* being introduced to non-fiction books that are structured in different ways* recognising simple recurring literary language in stories and poetry* discussing and clarifying the meanings of words, linking new meanings to known vocabulary* discussing their favourite words and phrases* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear• I can understand both the books that I can already read accurately and fluently and those that I listen to by:<ul style="list-style-type: none">* drawing on what they already know or on background information and vocabulary provided by the teacher* checking that the text makes sense to them as they read, and correcting inaccurate reading* making inferences on the basis of what is being said and done* answering and asking questions* predicting what might happen on the basis of what has been read so far• I can participate in discussion about books, poems and other works that are read to me and those that I can read to myself, taking turns and listening to what others say.• I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.	<ul style="list-style-type: none">• I can listen and respond appropriately to adults and my peers• I can ask relevant questions to extend my understanding and knowledge• I can use relevant strategies to build their vocabulary• I can articulate and justify answers, arguments and opinions• I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.• I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• I can speak audibly and fluently with an increasing command of Standard English• I can participate in discussions, presentations, performances, roleplay/improvisations and debates• I can gain, maintain and monitor the interest of the listener(s)• I can consider and evaluate different viewpoints, attending to and building on the contributions of others• I can select and use appropriate registers for effective communication

Year 3&4 Reading Checklist

Word Reading

I can:

- ☐☐☐ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- ☐☐☐ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Assessment Point 1: **Point 2:** **Point 3:**

Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- ☐☐☐ *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- ☐☐☐ *reading books that are structured in different ways and reading for a range of purposes*
- ☐☐☐ *using dictionaries to check the meaning of words that they have read*
- ☐☐☐ *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally*
- ☐☐☐ *identifying themes and conventions in a wide range of books*
- ☐☐☐ *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*
- ☐☐☐ *discussing words and phrases that capture the reader's interest and imagination*
- ☐☐☐ *recognising some different forms of poetry [for example, free verse, narrative poetry]*

Assessment Point 1: **Point 2:** **Point 3:**

Understand what they read, in books they can read independently, by:

- ☐☐☐ *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- ☐☐☐ *asking questions to improve their understanding of a text*
- ☐☐☐ *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- ☐☐☐ *predicting what might happen from details stated and implied*

- ☐☐☐ *identifying main ideas drawn from more than one paragraph and summarising these*
- ☐☐☐ *identifying how language, structure, and presentation contribute to meaning*
- ☐☐☐ Retrieve and record information from non-fiction
- ☐☐☐ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Assessment Point 1: **Point 2:** **Point 3:**



Year 5&6 Reading Checklist

Reading - Word Reading

I can:

- ☐☐☐ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Assessment Point 1:

Point 2:

Point 3:

Reading - Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- ☐☐☐ *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- ☐☐☐ *reading books that are structured in different ways and reading for a range of purposes*
- ☐☐☐ *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*
- ☐☐☐ *recommending books that they have read to their peers, giving reasons for their choices*
- ☐☐☐ *identifying and discussing themes and conventions in and across a wide range of writing*
- ☐☐☐ *making comparisons within and across books*
- ☐☐☐ *learning a wider range of poetry by heart*
- ☐☐☐ *preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.*

Assessment Point 1:

Point 2:

Point 3:

Understand what they read by:

- ☐☐☐ *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*
- ☐☐☐ *asking questions to improve their understanding*
- ☐☐☐ *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*

- ☐☐☐ *predicting what might happen from details stated and implied*
- ☐☐☐ *summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*
- ☐☐☐ *identifying how language, structure and presentation contribute to meaning.*
- ☐☐☐ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- ☐☐☐ Distinguish between statements of fact and opinion.
- ☐☐☐ Retrieve, record and present information from non-fiction.
- ☐☐☐ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- ☐☐☐ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- ☐☐☐ Provide reasoned justifications for their views.

Assessment Point 1:

Point 2:

Point 3: