



# **How We Teach Phonics & Reading at Wildmoor Heath School**

September 2024

## Learning Phonics and Early Reading Skills at Wildmoor Heath

At Wildmoor Heath School, our staff are passionate about the teaching and learning of strong early phonics and reading skills. We recognise that reading is an essential life skill that opens up a whole world of information to young minds, from reading a menu to tackling a thesaurus.

Therefore, ***we teach all our learners phonics from the start*** and the development of secure phonics and reading skills is a core part of the whole Wildmoor curriculum. Our philosophy is that 'Every Child will be a Reader' at Wildmoor Heath, regardless of when they join us, and we place great emphasis on achieving this aim. All teachers and Learning Support Assistants are trained to deliver high quality phonics sessions following a consistent and progressive methodology and sequence.

## Our Approach to Teaching Phonics

We teach reading through [Little Wandle Letters and Sounds Revised](#), which is a systematic synthetic phonics programme.

We teach phonics for 30 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.

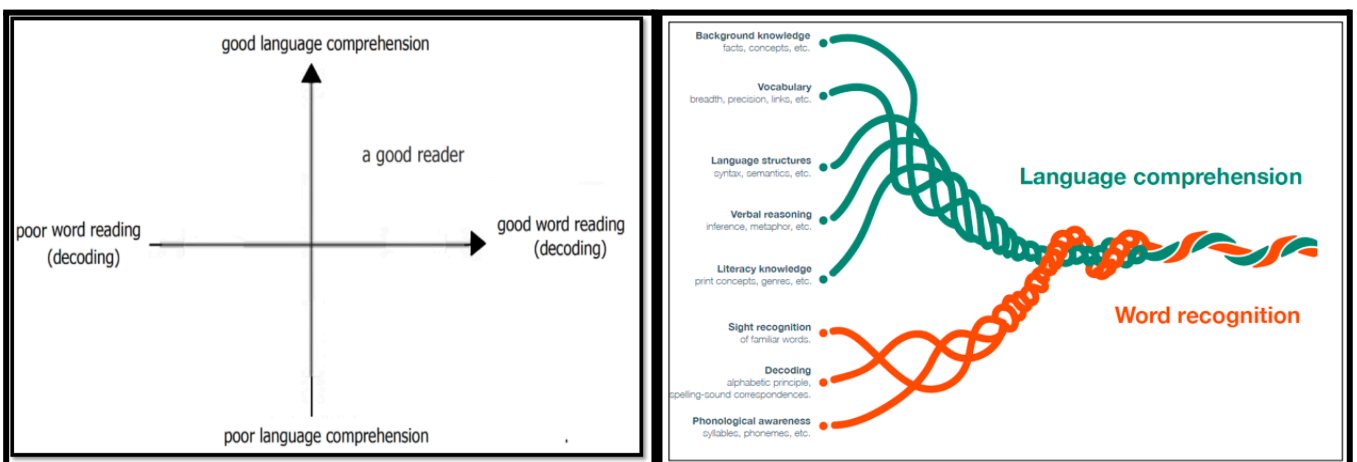
## Continuous Assessment and Extra Support

Children are placed into dynamic groups across the classes to help them make rapid progress. Children are assessed every half term within their groups. As they learn to blend sounds, children are encouraged to learn 'tricky words' (common exception words) that do not follow phonetic patterns.

We timetable 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.

## WILDMOOR HEATH'S APPROACH TO TEACHING READING

The Simple View of Reading shows the two elements that children need to master to become confident and fluent readers. Within those two elements, there are many strands that children need to acquire before they become confident and fluent readers, able to read across all areas of the curriculum. At Wildmoor Heath, we aim to ensure that all children learn these strands, to be able to read for word recognition by the end of KS1 and to be able to read for comprehension by the end of KS2.



## BIG IDEAS OF READING

In order to identify children's individual reading needs, we focus on the Big Ideas of Reading, sometimes referred to as 'The Big Five', using appropriate resources to accurately assess children's gaps in phonic knowledge, or issues with reading fluency. Once children have a secure grasp of phonic knowledge and the ability to decode confidently, the next focus is reading fluency and reading speed to ensure that children are able to read fast enough to comprehend what they are reading. Children should be able to read at **90 words per minute** or faster by the end of Y2; **100wpm** by the end of Y4 and **110wpm** by the end of Y6. In addition, vocabulary is explicitly taught throughout the curriculum to further aid understanding and comprehension of more complicated or technical texts.

## Comprehension

## Vocabulary

## Reading Fluency

## Phonic Knowledge

## Phonological Awareness

## READING SPINE

We aim to use high quality texts throughout the school, for guided reading, writing stimulus or class novels. Our carefully designed reading spine includes challenging books with a variety of genre. In addition, non-fiction texts are chosen carefully to use in guided reading sessions as well as reading throughout other curriculum subjects. The books are reviewed and updated regularly.





## READING FOLDERS

Each class has a Reading Folder, which contains the following:

- Reading Overview Log
- Rainbow Tracking Grid
- Priority Reader Record sheets
- Reading assessments (scaled scores, phonics and HFW gaps, speed and fluency)

The bottom 20% of readers are highlighted at the top of the **Reading Overview Log** and are called **Priority Readers**. These children will read aloud to an adult frequently (a minimum of 4 times per week). Adults will record when these children are heard reading on the **Reading Overview Log** and comments are added to their **Reading Records** (EYFS & Y1) or recorded on the **Priority Reader Record sheets** in the Reading Folder (EYFS, KS1 & KS2). Other children will be heard reading throughout the week and these are recorded on the **Reading Overview Log**. In addition, comments are added to the child's **Reading Record**.

When the main class teacher makes the decision to move a child to the next book band, the date will be recorded on the **Rainbow Tracking Grid** in the Reading Folder and it is also recorded in the child's Reading Record for communication with parents.

Each term, children are assessed for their reading speed, fluency and comprehension. Phonics and HFW gaps are assessed regularly. The results are recorded and stored in the Reading Folder and are then used by SLT to monitor progress during Pupil Progress Meetings. Reading Folders are monitored regularly by SLT and feedback is given to staff.

## TARGET CARDS

Little Wandle Letters and Sounds revised uses phases. From Year 2 onwards every child has a target card that matches the colour of the book that they are reading with appropriate reading objectives (targets) for that stage. The target cards are stuck into the child's Reading Record (KS2). When a child is asked to read, the targets are discussed. When the target has been met, a dot will be added next to the target and when the target has been met three times, it will be recorded as achieved and a new target is set. When all targets have been met, the child should be ready to move on to the next book band. The main class teacher will be the only person to make this decision.



## READING IN EYFS & KEY STAGE 1

In EYFS and KS1, children are assigned books by their teacher as their 'school reading book' based on their current ability and they are given a book from the appropriate phase (**Appendix 1**).

From the start at Wildmoor Heath, children are assessed to gauge their reading ability. Children are placed into groups across FS & KS1 year groups. We teach reading practice sessions three times a week. These are taught by a fully trained adult to small groups of approximately six children. These books are matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments. Each reading practice session has a clear focus.

- 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 Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5). To exit the programme, we complete a fluency assessment to ensure children can read with adequate speed and accuracy.

'Reading for pleasure' books also go home for parents to share and read to children.

## READING IN KS2

Key Stage 2 children will be taught reading during whole class guided reading sessions, using Quality First Teaching. If they are working below age related expectations, the children will be identified as Priority Readers and will have an opportunity to read 1:1 to adults as frequently as possible (minimum 4 times per week). Every term, readers will be assessed for their reading speed, fluency and phonics or HFW gaps. Following these assessments, adults will work with the children on further areas that need developing, such as phonics, word recognition, fluency or the understanding of vocabulary. These sessions will be planned by teachers, with advice from the SENDCo.

### Whole Class Reading

Teachers plan for reading sessions every day, where high quality books and texts are shared with the whole class. Texts are chosen carefully with increasing challenge which includes more sophisticated language, opportunities for inference and longer sentences to develop fluency. Each year group has identified fiction texts for each term, as detailed in the reading spine above, as well as other fiction and non-fiction texts to ensure a range of text types and genre have been included.

Within the Whole Class Reading sessions, teachers plan questions using appropriate strategies and include opportunities to practise reading fluency. Every time a child reads aloud, this is recorded on the Reading Overview Log in the Reading Folder. In addition to hearing children read, adults understand the importance of modelling how to read more challenging texts and will read the guided reading book for at least 15 minutes per day, allowing an opportunity for book discussions and deepening understanding, ensuring they create an oracy rich, dialogic classroom. The start of each guided reading session includes an opportunity to explicitly teach the vocabulary needed for the session.

## **GUIDANCE FOR TEACHING ASSISTANTS & PARENT HELPERS (KS2)**

Discuss with the class teacher whether the reading session is to focus on phonics, reading speed, fluency or comprehension. If the child has a current reading intervention, ensure that you have a copy of the intervention notes from the Reading Folder. Before the child reads, check the child's Reading Record. Ensure that the child has the correct book for their specific book band. If they are working at 'grey' or higher, they can choose to read another book from the class 'Bookopoly' or whole school library.

### **Reading for Fluency**

- Explain to the child that you will be helping them with their reading fluency and speed.
- Check the Reading Folder for information on the Fluency Rubric assessment target from previous sessions.
- Read a section of the text to the child first, explaining any unknown vocabulary.
- Ask the child to read, using a ruler if useful so that they don't lose their place on the page.
- Help the child to read with a steady pace to guide them through the text.
- To improve fluency, it may help for the child to read the section of text multiple times – can they read the section of text faster each time?
- When the session has finished, add your initials against the child's name on the Reading Overview Log sheet.
- Record notes about the outcomes of the reading session in the Reading Record sheets in the Reading Folder, including any areas that need re-visiting next time.
- Date and stamp the child's Reading Record to show they have read.

The Fluency Rubric matrix assessment sheet (**Appendix 3**) should then be used to assess areas for development and these can be set as reading targets.

### **Reading for Comprehension**

- Discuss the current targets from the target card, ensuring that the child understands what the target means and what they need to do to achieve it.
- If the book is new to the child, ask them to look at the front and back covers and discuss what they think the book might be about.
- If the book has already been started, ask the child to summarise what has happened so far.
- Ask the child to read a section of the text. Ensure that they understand what they are reading by regularly checking what is happening and the meanings of unknown vocabulary.
- Finish by asking the child to summarise what they have read.
- When the session has finished, add your initials against the child's name on the Reading Overview Log sheet.
- Record notes about the outcomes of the reading session in the Reading Record sheets in the Reading Folder, including any areas that need re-visiting next time. Keep these comments relevant to the focus of the session.
- If the child has met a target, add a tick to the target card. If they have achieved three ticks, assign a new target.
- Date and stamp the child's Reading Record to show they have read.

## Active reading strategies

Table 3.1: Strategies that can be used when guiding readers

STRATEGIES	WHAT THE STRATEGY INVOLVES
Predicting	Making a logically plausible guess as to what will happen next.
Questioning	Asking questions about the text to expose different layers of meaning.
Clarifying	Checking how specific words and phrases have been understood.
Summarizing	Stating the main events, actions, or ideas in the text.
Thinking aloud	Reading a few sentences or a paragraph and verbalizing what has been understood. Then repeating this activity across a text.
Noting the text structure	Highlighting the main linguistic features of a specific text-type.
Visualizing	Developing a visual image of written text.

### READING NON-NEGOTIABLES

- A positive reading culture **MUST** be established within the classroom
- Priority readers must be listened to **4 or 5 times per week**
- Other readers must be listened to at least **1 or 2 times per week** making sure that you know the focus of the session – is it a decoding, fluency or comprehension focus?
- Update the Reading Folder daily
- Teacher must read the class novel (*from the reading spine*) for at least **15 minutes every day** – allow for book discussion

## Appendix 1: Book Bands

Year	Book band	Phonics Phase/ Spellings
FS	Phase 2 Phonics	
	Phase 3 Phonics	
	Phase 4 Phonics	
Year 1	Phase 5 Phonics set 1	
	Phase 5 Phonics set 2-3	
	Phase 5 Phonics set 4-5	
Year 2	Turquoise / Purple	Phase 5 Phonics/Bridge to Spelling
	Gold	Year 2 LW Spelling Programme
	White	Year 2 LW Spelling Programme
	Lime	Year 2 LW Spelling Programme
Year 3	Copper	Year 3/4 Statutory Spellings
	Topaz	Year 3/4 Statutory Spellings
Year 4	Year 4	Year 3/4 Statutory Spellings
Year 5	Year 5	Year 5/6 Statutory Spellings
Year 6	Year 6	Year 5/6 Statutory Spellings

The book bands above represent the expected standards for each year group, although some children may be below or above their year's book band.



## **Appendix 2: Reading Strategies**

### **Fluency, speed of reading and skim reading**

Children to practise their skimming and scanning techniques by setting them mini challenges which also helps them to develop their retrieval skills.

In chapter one, please highlight:

1. The names of three different characters
2. Something someone said
3. Three words beginning with B

It is important to make it explicit to the children that to find a month of the year or a name involves looking for a capital letter at the beginning of a word. Looking for something that somebody has said means scanning for inverted commas.

### **Stand up when you find a .....**

- Verb
- the word .....
- The date that .....

### **Echo reading**

Teacher reads an extract and then the children repeat it with the same intonation and speed.

### **Paired reading**

One pupil reads the paragraph followed by their partner. Discuss how this should be read.

### **Timed reading**

Children are timed when they read the text. Children read it a second time to see if they can beat their previous time.

## Appendix 3: Fluency Rubric Matrix Assessment Sheet

NAME \_\_\_\_\_

### FLUENCY RUBRIC

	1	2	3	4
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppyness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency. Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.