



At Hollywell Primary School, we believe that reading is an essential life skill and we are committed to inspiring our children to become lifelong readers. We understand that reading develops a deeper level of emotional intelligence and empathy. At the heart of our strategy is our drive to foster a love of reading. Carefully chosen quality texts are woven throughout the curriculum and serve to underpin the teaching of both reading and writing as a whole.

**EYFS and Year 1**

At Hollywell Primary School, we teach reading through Little Wandle Letters and Sounds which is a systematic and synthetic phonics programme. We start teaching phonics in reception and follow the Little Wandle Letters and Sounds revised programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

In a typical week, all children will experience:

Three Little Wandle reading sessions within school	A closely matched phonically decodable Little Wandle book to be read at home and at school	Reading for Pleasure book to be shared at home
A daily phonics lesson of at least 25 minutes	Daily story time	Daily keep-up if required

**Little Wandle Reading Sessions**

Half termly assessments allow us to match your child’s phonic knowledge with the correct book stage.

EYFS	Year 1	Year 2
Phase 2	Recap of phase 3 and 4	Orange
Phase 3	Phase 5	Turquoise
Phase 4		Purple
		Gold
		White
		Lime

*Once the correct stage has been identified the children will experience 3 reading sessions within school, undertaken either by the teacher or teaching assistant, all of whom have been trained to a high standard.*

**Reading Session 1 – Introduction and Decoding**

In this session flashcards will be used to remind the children of the new phonemes they see in the book. They will also practise blending words containing these new phonemes. In addition, the tricky words will be practised. Once these have been looked at, the child will read through the book for the first time, using their phonic knowledge to help them to decode the words in the book.

**Reading Session 2 – Prosody**

In this session the teacher or teaching assistant will model reading the text with expression and flow, pointing out text features that show us how to read for an audience. The children will be given the opportunity to practise reading fluently within this session.

### **Reading Session 3 – Comprehension**

In this session teachers will check that the children are developing the skills to read for meaning. They will focus on comprehension questions where children can evidence their answers from the text they have read.

*Your child will be sent home with their Little Wandle book to practise at home. These books are changed weekly. They will also be sent home with a reading for pleasure book.*

### **Daily 25 minute Phonics Teaching**

Teaching staff use the Little Wandle scheme of work to ensure high quality daily phonics sessions are taught. The phonics knowledge taught in these sessions are matched with the reading books the children both read at school and at home.

*The sessions consist of three parts:*

A revisit and review part where existing knowledge that has been taught previously can be further practised; a teach and practise part where new knowledge is taught and the children have the opportunity to practise and consolidate; an apply and grow the code session where the children move from word level work into sentence level work.

Within these sessions new phonemes and tricky words are taught, and teachers explicitly model the skills of blending and segmenting to support reading and spelling.

Children are taught in whole class groups.

### **Keep up sessions**

It is important to acknowledge that all children take a differing journey in their acquisition of reading. Hollywell is committed to ensuring all children leave our school skilled and confident readers.

Daily ongoing assessments in reading and phonics sessions allows teachers to quickly identify children struggling with the reading process and action is taken immediately to support these children.

We follow the Little Wandle Keep Up sessions programme, which are taught either in groups or 1:1. These sessions happen daily and are tailored to the group or child.

### **How are the children assessed?**

For every reading session in school, the teachers continually make assessments about the children's strengths and where they may need more support and practise. In addition, half termly formal assessments are carried out using the Little Wandle end of unit assessments.

### **What happens in Year 2?**

By the end of Year 1, children are expected to have completed the Little Wandle programme of study and will have acquired knowledge of all the GPC's. Whole class teaching moves away from the Little Wandle phonics teaching and instead follows a spelling programme based on the national curriculum.

If children require further phonics support, the Little Wandle Rapid-Catch Up Programme will be implemented. The children will receive three phonics sessions and three reading practise sessions, delivered by a highly skilled teacher or teaching assistant. These sessions will either be taught in a group or on a 1:1 basis. They will also continue to take home a Little Wandle reading scheme book weekly.

Once children have mastered the phonics code and have become fluent in their reading, we move children onto our banded books. At each stage, texts become more complex in their use of language, dialogue, length and use of grammar.

### *Comprehension*

The children initially take part in small group guided reading sessions, where comprehension skills are developed through pupils' experience of high-quality discussion with the teacher. The children are exposed to a wide range of stories, poems and non-fiction.

In the summer term, Year 2 children begin to take part in whole class reading sessions.

### **Daily Storytime**

The children at Hollywell will experience a daily story time where books from the Reading Spine are read. This is an opportunity to have a daily shared experience, whilst also encouraging a love of books.

Children are also given the opportunity to explore the range of books in the libraries.

### **The Reading Spine**

Each year group has a list of books. These books have been selected through our research, and they represent both new and classic books. Our selected texts represent a wide range of diversity in both authors and protagonists.

These books are also used for story time.

### **Glossary of Terms**

Blending	This is when children see the individual phonemes in a word and then put them together to sound out the word. E.g. c-a-t, sh-i-p,-ch-ur-ch
Decode	Looking at a whole word and breaking it down into the individual phonemes in order to then read the word.
Phoneme	Is the sound a letter or combination of letters make.
Prosody	The patterns, rhythm and intonation in language.
Tricky words	These are words that are not able to be decoded in their entirety. E.g. the, he, she