



Our Lady's Catholic Primary :

Reading and Phonics Teaching and Learning Policy

Coverage and Expectations

Phonics

Is taught in Reception and Y1 daily, following the RWI programme. Some children in Y2 may also access RWI, should they not have passed their phonics screening and will be retaking it that year. On occasions, children in another year group may also access RWI .g. SEND or new arrival.

Guided reading

Guided Reading should be taught three times a week. There will be an extract to focus on each week, where teachers will lead the children from discussion, to group work, to an independent task, using VIPERS.

Planning Expectations and Links

Phonics

Staff to follow the RWI programme. However, be mindful of any gaps in sound knowledge or ones that need recapping more often and incorporate this into your session.

Guided reading

Guided Reading will be mapped out, identify texts that need to be focused on each week. Each text has one set of VIPERS questions. On Overview, staff to identify 2 x further VIPERS questions to be used during the other two lessons. Texts will predominantly be from The Literacy Shed Plus.

Unit / Lesson Structure

Phonics

Staff to follow the RWI programme and lesson structure.

Guided reading

The lesson structure for the week:

1. Whole class focus and discussion on extract. Read the text together and discuss VIPERS who can identify that could be asked.
2. Partner work—read text again. Answer questions on all VIPERS together in books.
3. Independent work—read text again. Independently answer questions, based on VIPERS, on the text.

Presentation of work

Phonics

Depending on what level the group are working at, work to be completed in ditties or the RWI workbooks allocated.

Guided reading

Children to have allocated Guided Reading books. Work should be completed in pen or pencil and to a high standard—as we would expect in all written work.

Children should number the answers in the margin.

Children do not need to write in the question, these can be stuck in.

Children do not need to answer in full sentences.

Environment

Class text to be on display.

Class reading area to be:

- tidy
- Inviting
- Inspiring
- Encourage reading
- Have an age and cohort appropriate range of texts in it
- Interactive, if possible.

Reading Books

EYFS and Key Stage 1

All children will have a reading book allocated to them weekly, that is in line with their phonics ability and fluency. Staff will listen to each child read weekly, ensuring that their book is the correct level for them.

Reading diaries will be monitored. Staff to write in there when they have heard the child read.

Home expectation—that the child is heard read 5 x per week by an adult and the adult signs their reading diary.

Key Stage 2

Children who may still need to access the reading scheme, are allocated a book matched to their reading ability and fluency. This is changed weekly and they are heard read once a week by a member of staff.

All children in Key Stage 2 to have a reading book from either the class or school library that they are able to choose independently (or with some adult support, if needed.)

Assessment and Feedback

Phonics

Staff to mark ditties and work books following each lesson. Identifying any misconceptions or errors, which can inform follow up teaching.

Guided Reading

Immediate feedback by discussing answers during the lesson would be recommended. Children can self mark and discuss any misconceptions. Staff to acknowledge the independent piece of work a week, to ensure they are aware of each child's progress.

Class Book

Each class to have a class reading book that is read 3 x per week at a point in the day. This could be in the morning or after a breaktime to settle the children, or at the end of the day.

Class text to be on display.

Advise teachers to choose a more challenging text, to expose the children to a wider range of vocabulary.