



The Teaching of Phonics and Reading at Northwood Primary School

Our school vision and values underpin every part of our phonics and Reading Journey, as it is our intent that as children progress from reception through to year 6, they will grow in self-confidence and self-esteem, and become independent learners with a curiosity about the world in which we live and the skills and resilience needed to succeed.

From the moment our children begin their time at Northwood, in Apple Tree, we aim to promote and instil a sense of excitement, enthusiasm and love for reading that will continue to develop and blossom as they make the journey up to Oak Tree, and beyond. In all classes we approach and present each and every reading and phonics opportunity as a journey, or adventure, in which the children may meet new sounds; be introduced to new characters; explore new places; gain new knowledge; or experience exciting events. We encourage the children, particularly in Key Stage 2, to consider themselves as reading detectives, developing their inquisitiveness and equipping them with the skills to make predictions, retrieve information, sequence events, infer meanings and notice rich vocabulary choices and varied sentence structures.

Our Reading Intent for all:

- Is excited to read, hear and enjoy a wide range of stories and books
- Has the confidence to talk about the books that they have read
- Is able to use decoding, blending and other strategies taught to work out unfamiliar words
- Has the resilience to continue when they make a mistake and has learned to self-correct
- Reads fluently and with an increasing amount of expression
- Can apply the skills learned in reading lessons to our wider broad and balanced curriculum
- Can make predictions, retell and sequence events
- Clarifies the meaning of words they do not understand

And, above all else, is willing and able to read for pleasure.

Please see our Reading Overviews for each class, showing the core texts used in each year group.
([Link here](#))

Implementing the curriculum- resources and schemes

We use the National Curriculum and the EYFS Framework to plan our Literacy curriculum, ensuring that the learning sequence builds on skills learned previously, whilst allowing room for retrieval and repeated practice.

We are delighted to be updating our much loved “Letters and Sounds” phonics and early reading programme, to implement the new “Little Wandle Letters and Sounds revised” early reading and systematic synthetic phonics scheme. (More information to follow as a new page is being

constructed). This involves a huge investment in new resources and decodable books for KS1 children which will match the sounds they learn in the classroom.

A wide range of quality reading texts are used in each year group. These are often linked to Writing Journeys and when appropriate also link to aspects of our broad and balanced wider curriculum. (See Reading Overviews for each Class).

We have developed our own spelling scheme for KS2 which incorporates words from the National Curriculum alongside statutory spellings in Years 3 and 4 and in Years 5 and 6.

We use the Oxford Reading Tree Colour Band Scheme from Pink to Black, both in school and for children to take books home.

(Children in KS1 will only use books compatible with the Little Wandle Letters and Sounds revised scheme- in order to only encounter sounds that have been taught). When the Little Wandle Letters and Sounds revised programme has been fully implemented, we will ensure that children are assessed in order to make a smooth transition to the Oxford Reading Tree scheme when they are ready to do so.

For guided reading groups in Upper KS1 and Lower KS2 we use a wide range of Colour Banded Books, as well as Wild Cats, the Wellington Square scheme and Treetops.

All classrooms are set up with a Reading Corner, equipped with a wide range of books suited to the ability range within the class.

For reluctant readers in KS2, we use the Rapid Reading (Active Learn) program, enabling children to read and respond to books suited to their reading age. We have a collection of dyslexia friendly books, the Sparklers collection and if necessary, the Fuzzbuzz scheme.

What does the teaching of reading look like at Northwood

Whole Class Reading:

In all classrooms, there are times where the whole class can seem so quiet, so engaged, sitting on their edge of their seats, enjoying listening as the teacher takes them on a Reading Journey using one of our core texts. Higher up the school, many of the children might be leading the reading too. Whole Class books will usually be the core text in a Reading Journey that will also link to writing opportunities and the broader curriculum.

We also have times set aside, when each class enjoys a book simply for pleasure.

Whole class comprehension is used to ensure that children can respond to a wide range of texts and practise skills such as retrieval, predicting, sequencing, making inferences and identifying author's intentions. This is all part of the Reading Journey.

Guided Reading Groups

In small groups supported by one adult, children can develop their confidence and fluency. Each child reads some of the text and then discussions about the text follow. This gives the children a chance to show their understanding or address any difficulties.

Individual reading

Children are given plenty of opportunities in school to read independently when they are able to do so. Each class has a well-stocked Reading Corner for the children to select books from and Oxford Reading Tree Colour Band Books are also used in school. Children are encouraged to

choose books that will sustain their interest and those capable of reading more challenging texts are gently steered towards texts that will ensure they continue to progress.

Rapid Reading and Intervention

Some children will use the Rapid Reading Program in order to engage in texts matched to their reading age. All classes have also set up additional reading opportunities for children identified as needing further support. This may be reading with an adult every day, reciprocal reading or additional decoding and blending activities.

The Library

We are very proud of our lovely library at Northwood. It is a wonderfully light, calm and comfortable place to read a book. Children can use the library at various times during a school week, but each class also has a specific library lesson. This may be used for reading for pleasure activities or structured reading activities such as book reviews or a whole class reading session.

Reading at home and parental involvement

At Northwood we know that promoting a “Reading for Pleasure environment” will only work with the support and involvement of our Northwood families. Reading at home is expected (wherever possible) and communication is maintained through the use of Reading Records.

We have our first Reading Café scheduled to take place on October 18th. This will enable parents to come into school to discover more about the Reading Journeys that children experience and to be able to discuss, ask questions, seek help with their child’s reading or just enjoy reading a book. (This is for Year 3 and 4 in the first instance and then similar events will follow for Years 5 and 6, Years 1 and 2 and Reception). We will be making these regular fixtures on our calendar.

Assessing Reading

Our emphasis is placed on creating a positive reading environment in which all children are excited and motivated to read. Our assessments help us to ensure that each child’s needs are being met and that extra challenge or support can be put in place when needed.

Early Years

In Years R, 1 and 2, our new Little Wandle Letters and Sounds revised phonics and early reading programme will include regular assessments to ensure that children are ready to move on to the next sound/phase. (Watch out for our new page with information about this).

Daily assessment of progress in all Phonics sessions.

Key Stage 1: Years 1 and 2

Little Wandle Letters and Sounds revised progress assessments. (Watch out for our new page with information about this).

Year 1 Phonics Screening Check (National Assessment)

Daily assessment of progress in all Phonics/ Reading sessions.

Termly comprehension assessment using Rising Stars.

Year 2 SAT tests (National Assessment)

Colour Band- Oxford Reading Tree assessments when needed for children to progress through the Colour Banded Books.

Also, regular retrieval practice activities to assess understanding of a text takes place as part of all Reading Journeys.

Key Stage 2: Years 3-6

Salford Reading Test for Reading Age Assessment.

Termly comprehension assessment using Rising Stars.

Daily assessment of progress in all Reading Journey activities, including Guided Reading Groups and Whole Class Reading activities.

Oxford Reading Tree Colour Book Band Assessment when needed for children to progress through the Colour Banded Books.

One Minute Reading Assessment- as evidence for those applying for extra time in the Reading SAT only.

Year 6 Mock SATs

Year 6 SATs (National Assessment)



