



# Phonics and Early Reading

We're teaching every child to read with Little Wandle Letters and Sounds Revised  
A complete SSP validated by the Department for Education



## Intent

### Overview

At All Saints' C of E Primary School, we have designed an early reading curriculum to ensure children become confident and fluent readers. It is our intent to nurture enthusiastic and motivated readers who will develop a lifelong love of reading. Phonics is a vital part of this reading journey and provides children with the tools to become skilled readers.

Alongside the important skill of decoding, we teach children how to comprehend and understand what they are reading. We aim for all children to have strong word recognition skills, a rich vocabulary and good comprehension skills. Our expectation is that all children will be fluent readers by the end of Year 2.

At All Saints', we want our children to learn to read quickly and effectively. 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 *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. 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.

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.

## Implementation

### Reception and KS1

In Reception, phonics is taught daily. Staff systematically teach the relationship between each phoneme (sound) and the corresponding **grapheme** (letter). The focus is placed on recognising these quickly so children can then start to read words by **blending** the sounds together and **segmenting** them in order to spell. In addition, they learn to read by sight a range of high frequency and common exception words. This focus provides children with the skills they need to begin to read and write words, captions and whole sentences as soon as possible. They then progress on to learning combinations of letters as **digraphs** (two letters to make one sound) e.g. 'ck' 'oo', 'sh' and **trigraphs** (three letters to make one sound) e.g. 'igh' and 'air'.

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.

Daily phonics teaching continues into Year 1 where children review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. They will learn new graphemes for phonemes they already know e.g. 'a' as ai/ay/a/a - e, as well as alternative pronunciations for the graphemes they already know e.g. cow/ snow. They are also taught the Common Exception Words (i.e. words that are not phonetically consistent – was said)) for Year 1 and 2 set out in the National Curriculum. From Year 2 onwards, children consolidate their knowledge and learn different spelling rules and when to apply them.

### **Daily Keep-up lessons ensure every child learns to read**

Any child who needs additional practice has 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 also timetable 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 are short, sharp lessons that 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 children
- ❖ use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
- ❖ 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 regularly. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at All Saints' 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 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.

All children have access to the school library. 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. It is used daily within class to identify children needing Keep-up support and 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 SLT 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 as a result 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.