A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Phonics and Early Reading

Intent

Phonics (Reading and Spelling)

At Wintringham Primary Academy, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised,* which is a systematic synthetic phonics programme. We start teaching Little Wandle Foundations in our Pre-School and then, from Reception, we follow the 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.

At Wintringham Primary Academy**,** 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.

Comprehension

At Wintringham Primary Academy, 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.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled in teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

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Implementation

Foundations for Phonics in Pre-School

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
    - sharing high-quality stories and poems
    - learning a range of nursery rhymes and action rhymes
    - activities that develop focused listening and attention, including oral blending
    - attention to high-quality language.
- We ensure Pre-school children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.
- Little Wandle Foundations is aligned to the non-statutory guidance on Development Matters and Birth to 5 Matters as well as the Early Years Foundation Stage (EYFS) statutory framework. We use it as part of our wider provision for Communication and Language, and Literacy. It supports children to:
    - develop their phonological awareness, including rhyme, alliteration, syllables, initial and voice sounds, and oral blending
    - love stories and rhymes, and learn by heart a bank of familiar favourites
    - increase their vocabulary and confidence to talk
    - improve their listening and ability to take part in back-and-forth conversations.
- We believe that the priority in pre-school should be to build the foundations for phonics for all children. Research tells us that disadvantaged children start Nursery behind their more fortunate peers. By leaving formal phonics teaching to Reception, Foundations allows us to devote more time to working with children who need extra help to develop the skills and behaviours that underpin successful reading.

Daily phonics lessons in Reception and Year 1

- 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.
- 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.

- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Keep-up lessons ensure every child learns to read

- Any child in Reception and Year 1 who needs additional practice has Keep-up support and is taught by a fully trained adult.
- Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.

Phonics and Spelling in Year 2

- Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure.
- At the beginning of Year 2, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.
- We use the Phase 5 review assessment and assess after teaching the Phase 5 review. Once the Phase 5 review is secure, we teach the Bridge to spelling before moving to the Spelling units.
- Children with larger gaps in their phonic knowledge than their peers follow the Rapid Catch-up programme.

Children in Year 2 to Year 6: Rapid Catch-up

- We timetable Rapid Catch-up sessions for any child in Year 2 and above who is not secure in their phonetical understanding 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.
- These short, sharp lessons last 15 to 20 minutes and have been designed to ensure children quickly catch up to age-related expectations in reading.
- We assess children who are new to our school, new to the country or new to English using the placement assessments to quickly identify their needs.
- We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace.
- We assess children every four weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

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Teaching reading: Reading practice sessions

- We teach reading practice sessions in three stages. These sessions:
    - are taught by a fully trained adult to small groups.
    - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments
    - Each reading practice stage 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: 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 Reception, once children can blend, they progress onto decodable books matched to their secure phonic knowledge.
- Children read the book to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.
- In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5).
- Once Phase 5 review assessment is completed and indicates that the child are secure in the phonic programme, they will progress onto colour band books using PM Benchmarking.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- We provide a parent/guardian workshop 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.

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.

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- 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.
- The Reading Leader and SLT monitor and observe teaching; they use the summative data to identify children who need additional support and have gaps in learning.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for Learning (AfL)** is used:
  - Plan repeated practice throughout the week to ensure all children secure learning
- **Summative assessments** are uploaded onto the Assessment tracker for Reception and Year 1. These are used:
  - to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children.
  - by teachers and Reading Leaders who drill down and look at the data at GPC, word, tricky word and sentence level

  We assess:
  - every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught
  - to establish if learning is secure for more than 70% of children before new content is taught
  - to identify any children needing additional support and to plan the Keep-up support that they need.

- A **placement assessment** is used:
  - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and to plan and provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check resits it in Year 2.