



Speen Church of England School Phonics Policy

At Speen Church of England school, we believe that all our children can become fluent readers and writers. We teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme.

We start teaching phonics in Little Apples Pre-School (Phase 1) and 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.

The Little Wandle phonic scheme ensures that our children are able to tackle any unfamiliar words as they read. The application of the alphabetic code is modelled through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. There is a strong focus on language development for our children because we believe that speaking and listening are crucial skills for reading and writing in all subjects.

Reading is valued as a crucial life skill. By the time children leave Speen, we aim for them to read confidently for meaning and regularly enjoy reading for pleasure, our readers are equipped with the tools to tackle unfamiliar vocabulary. The children are encouraged to see themselves as readers for both pleasure and purpose.

Implementation

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 the full-length lesson as quickly as possible. Each Friday, the week's teaching is reviewed 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 Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practice has daily 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 timetable daily phonics lessons for any child in Year 2 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.

Teaching reading:

Reading practice sessions are delivered up to three times weekly.

These are taught by a fully trained member of staff to small groups of approximately four to six children.

Books are used that are matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.

They are monitored by the class teacher, who rotates and works with each group wherever possible.

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 do not start until Week 4 (Autumn Term).

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, reading is taught in this way for any children who still need to practise reading with decodable books.

To support fidelity -Big Cat Scheme Levelled books are given to children in Year 2 who have successfully completed the Phonic screening check.

Home reading

The decodable Little Wandle reading practice book is taken home (additional books are accessible in e-book format) to ensure success is shared with the family.

(A sight unseen decodable Little Wandle book is also sent home weekly for further practice from the Spring Term)

We use the Little Wandle Letters and Sounds Revised parents' resources to engage Spenn parents 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 whenever possible during the week.

Ensuring consistency and pace of progress

Every teacher and Learning assistant will complete Little Wandle Training so staff have the same expectations of progress. All staff 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 and support staff all have a consistent approach and structure for each lesson.

Staff use the summative data (completed at the end of every 5 weeks) to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure 'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. (Please see Speen School Reading Journeys for each Year group)

We aim to read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Speen Church of England School and our local Speen community as well as books that open windows into other worlds and cultures.

Every classroom has a 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.

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.

The school library is available for classes to use weekly and borrow for home reading.

Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, national events (Book Week) etc).

Impact

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

Assessment for learning is used: daily within class to identify children needing Keep-up support - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Little Wandle 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.

Staff carefully look at Little Wandle Letters and Sounds Revised assessment tracker, in order to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

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