

Intent:

- Children to reach the expected level in phonics.
- To prepare children for the next stages of English reading and writing development
- Children to be confident readers and writers
- Children to pass their phonics screening.

Implementation:

- In reception and Y1, children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session on a Friday.
- Phonics starts in reception in week 2 to ensure the children make a strong start.
- By the end of reception, children will have been taught up to the end of phase 4.
- By the end of year 1, children will have been taught up to the end of phase 5.
- Reception lessons start at 10 minutes, with daily additional oral blending – increasing to 30 minutes as soon as possible.
- Y1 lessons are 30 minutes long.
- In Y2, phonic lessons are taught daily to children where appropriate – following the model of Little Wandle but plugging specific gaps identified through assessment.
- Children across reception, year 1, year 2 (and beyond if appropriate) apply their phonics knowledge by using a full matched decodable reader in a small group reading practice session, focussing on decoding, prosody and comprehension.
- These sessions are 15 minutes long and happen three times a week. The sessions follow the model set out in Little Wandle Letters and Sounds Revised.
- The children then take the same book home as an e-book after the reading sessions to ensure success is shared with the family.
- In reception these sessions start in week 4. Children who are not decoding, do a little blending lesson, following the model set out in Little Wandle Letters and Sound Revised.

Impact:

Reception – Meet their reading ELG and ready for Y1

Year 1 – Meet expected standard in phonics screening check in June 2023

Year 2 – Pass the Little Wandle fluency assessment and move onto the Jane Considine spelling scheme.

Grouping:

- Phonics sessions are taught in small groups (4-8 pupils) enabling high quality teaching and focus on any challenging areas for pupils.
- Reading / phonics interventions carried out on a 1-2-1 basis or small groups.

Little Wandle Implementation

Impact:

- To plug the gaps in children's learning, we currently have a range of children working at different levels of the Little Wandle Scheme.
- We have 3 Little Wandle Catch up groups and weekly keep up sessions for those with smaller gaps.

Subject - Phonics

Monitoring and Assessment:

- Phonics assessment and tracker through Little Wandle
- Formal end of half term assessments
- Phonics screening – practises and official in June.

Phases / Year Groups:

- Phase 2 – Reception
- Phase 3 - Reception
- Phase 4 – Reception
- Phase 5 - Year 1
- Little Wandle Y2 Spelling – Year 2

Strengths:

- Ofsted 23 - Reading has been made a priority by the reading lead, children are reading widely
- Parents have been well supported – Little Wandle parent workshop in September 2022
- Phonics curriculum is consistent for all
- Books are decodable and 100% matched to phonic knowledge
- Children are retaining sounds
- Keep up and catch-up programmes are great and children are making good progress
- Phonics check results above national
- Y2s are achieving due to catch up programme in place
- KS2 discreet lessons are good and phonic support in KS2 is good



SEND

- Additional support including interventions, accessible work, additional resources and adult support as needed
- Cross curricular links
- Reading across the curriculum.
- Outdoor provision.
- In Y3-Y6 there will be planned phonic 'Rapid catch-up' sessions following a set model to address specific reading/writing gaps. These will be short, sharp sessions lasting 10 minutes in length and taking place at least three times a week.

Next Steps:

- Introduce Little Wandle Spelling / Phonics programme for Y2
- Regular staff meetings
- CPD for all staff from Little Wandle
- Analyse assessment data to regularly check progress is being made
- 3 weekly assessment for those on Catch up programme to be implemented

Literacy & Physical Development

ELG 8: Comprehension ELG

Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG 9: Word Reading ELG

Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG 10: Writing ELG

Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

ELG 7: Fine Motor Skills ELG

Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.