**Teaching of Early Reading and Phonics at East Whitby Primary Academy**

**At East Whitby Academy, we want all our children to become fluent, confident readers and writers. From Nursery we teach reading through our systematic, synthetic phonics program, *Little Wandle Letters and Sounds Revised.***

* Children in Nursery follow the Foundations for Phonics section of the program, tuning into sounds and becoming confident orally blending and segmenting. Our 2-year-old Provision prepares them for Nursery with daily listening games, songs, rhymes and stories. They also focus on skills that will help with sound recognition, for example identifying things that are the same/different and on remembering two things.
* The first meeting for parents, before children even start Reception, emphasises the importance of reading and the role families play in developing an early love of reading. Subsequent meetings explain our Phonics and reading scheme and give advice on how to support at home.
* Whole class Phonic sessions are taught daily in Nursery, Reception and Year 1. We make a quick start in Reception, with lessons starting in Week 2. In Year 2 we move on to the Little Wandle spelling program.
* Phonics teaching follows the pacey *Little Wandle* progression.
* Parents are involved in their child’s learning and resources such as GPC keyrings, Tricky word flashcards and PSC practice words are sent home.
* Teachers regularly post short videos modelling specific skills such as pronunciation of pure sounds and how to blend to read.
* Teachers and support staff know their children well. Intervention support (individual or group) is quickly put in place for any child that needs it. In Reception, this happens before the first assessment so that no time is wasted.
* Opportunities are taken to reinforce GPCs, Tricky words and blending/segmenting skills are various times of the day, outside the Phonics session.
* Assessment takes place at the end of each 5 week teaching block. This is usually at the end of the half term and any additional weeks are then used to plug gaps identified by the assessment. Children receiving support will also have an interim assessment, part way through the half term.
* All children in Reception, Year 1 and Year 2, take part in 3 Reading Squad sessions each week. These sessions focus on decoding, prosody and comprehension.
* Children take home the book they have read in school and are asked to read it a further 3 times during the week so help build fluency. Reading records enable staff to tell parents how children are getting on with reading and parents can communicate with staff.
* Children also take home a ‘Bedtime Library Book’, which promotes reading for pleasure and helps to set up habits for life.
* Power of Reading and Love of Reading teaching sequences are used to promote book talk and develop comprehension skills.
* Each classroom has an attractive book area with carefully chosen books.
* Early Years and Key Stage 1 enjoy a weekly Story Assembly.
* We read and borrow books from our School Library and use our Local library.
* In Early Years, quality books can be found across the provision.
* All staff involved in Phonics teaching, delivery of Interventions or our Reading Squad have had *Little Wandle* training. They continue to develop their practice and ensure consistency through watching the ‘How to...’ videos and regular focused coaching sessions.
* The Phonics Lead monitors staff who teach sessions so that consistency of delivery is maintained. Reflective conversations happen regularly and lead to improved practice. The Phonics Lead will model sessions to staff to help them develop their confidence and expertise.