



## **Teaching of phonics and Early reading at East Whitby Academy**

### **Intent**

At East Whitby Academy, 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, synthetic phonics programme. Phonics teaching begins in Nursery with Phase 1, focusing primarily on speaking and listening skills. We then 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, our children tackle unfamiliar words as they read. At East Whitby Academy, we also model the application of the alphabetic code through phonics in shared reading and writing, within the phonics session and outside it and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are essential skills for reading and writing in all subjects. Using *Launchpad for Literacy* helps us to ensure that these skills are embedded in our good practise.

By the time children leave us, we want them to be able to read confidently for meaning and enjoy reading for pleasure. They will be equipped with the tools to tackle unfamiliar vocabulary. Our Phonics Lead monitors and supports Phonics teachers and Intervention tutors, ensuring that everyone teaches with fidelity to the programme.

### **Implementation**

#### ***Nursery – Foundations for phonics***

We ensure children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception from the very start in our 2-year-old Provision. By providing high quality stories, poems and nursery and action rhymes (See *East Whitby Academy Canon of songs and rhymes*), activities to develop listening and attention (including oral blending) and an environment where adults model and encourage high quality language, children have the foundations needed for starting Phase 2.

#### ***Reception and Year 1 – daily Phonics lessons***

We teach daily phonics lessons from Week 2 of Reception. To begin with in Reception, these lessons are about 10 minutes, but they quickly build to around 30/45 minutes. All teachers teach sessions with fidelity, using *Little Wandle Letters and Sounds revised* Programme. Expectations are high and sessions are pacy and designed to reduce cognitive load.

In Reception, 4 new GPCs a week are taught with a Friday Review session. In Year 1, Friday is also used to recap the learning from the week.

#### **Reception coverage**

Autumn 1	Phase 2 GPCs and Tricky words
Autumn 2	Phase 3 GPCs and Tricky words
Spring term	Consolidate Phase 2 and 3
Summer term	Phase 4 (adjacent consonants - longer words, compound words, words with suffix, words with long vowel)

#### **Year 1 coverage**

Autumn 1	Children recap learning from Reception
Autumn 1 wk4&5 Autumn 2 Spring term	Phase 5 GPCs and Tricky Words
Summer 1	Revision for Phonic Screening Check
Summer 2	Cont. Phase 5

### **Structure of a Phonics session;**

Revisit and review – Assessment is used to inform which previous GPCs/Tricky Words/High Frequency Words are recapped. Reading of whole words, using known phonemes are also practiced.

Teach and practise – New GPCs/Tricky words are taught. Children will read and write using words from ‘Teach’. In Reception, children oral blend words using the GPCs taught.

Practise and apply – Read and write using words from ‘Teach and practise’.

As well as the dedicated Phonics session, opportunities to recap GPCs taught are found at various other times during the day. In Reception, opportunities are also found to practise oral blending skills.

Each class has a Working Wall dedicated to Phonics. Teachers refer to it and add to it during the Phonics session. It alters on a daily basis as new sounds are added. Children will then use the Working Walls to help them when reading/writing independently and to reinforce learning during the Phonics lesson.

Great importance has been put on consistency of teaching methods and resources throughout the school. So, for example, the same format is used for flashcards, for Powerpoints and for GPC charts between every year group. The same action is used for blending and segmenting and ‘Phoneme fingers’ are used to count the phonemes in words. All adults use the same vocabulary and mantras.

*Phonics Tracker* is used in EYFS and KS1 as a constant, on-going assessment of where the children are up to. Interventions are immediate and happen daily to prevent the lower 20% of children from slipping behind. Regular assessments enable interventions to target the right children with the practise they need.

### **Daily Keep-up sessions**

Any child who needs additional practise has daily Keep-up support, taught by a trained adult. Using the same resources, procedures and mantras but with more support and repetition, children are able to secure their learning. In Year 2 and throughout KS2, children who are not yet fluent readers have Keep-up sessions.

### ***Teaching Reading***

We teach children to read through group reading practise three times a week. These are small groups taught by a trained adult (monitored by the class teacher), using Collins Big Cat decodable books closely matched to the children's phonic knowledge. Each practise session has a clear, specific focus (decoding, prosody or comprehension). In Reception, children who can blend start these groups in Week 4. Those who can't yet decode, have additional practise in small groups. In Year 2 and 3, we continue reading in this way for any children who still need the practise.

### **Home reading**

- The decodable book read in school is then taken home to read further three times.
- We use the *Little Wandle Letters and Sounds revised* parent's resources to share information.

### **Additional reading support**

Children who are receiving additional phonics Keep-up sessions, read daily with an adult.

### **Consistency and pace of progress**

- Every teacher has been trained to teach reading, so we all have high 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.
- CPD videos and resources help all staff ensure consistency of delivery.
- The Phonics Lead monitors and observes teaching and uses the summative data to identify children who have gaps in learning.

### **Reading for pleasure**

- In every class, children are read to every day. We choose books carefully, ensuring a wide range of books, reflecting the children of East Whitby Academy and our local community, as well as books that widen our experience and understanding of other cultures and places.
- Every classroom has an inviting book area that encourages a love of reading. Books are continually refreshed and each one is there for a reason.
- Children from Reception have a Reading Record which is used to communicate between home and school through the sharing of comments.
- We have a Reading for Pleasure library and an information library that all children can access. During the year, children have opportunities to engage with events (author visits/workshops, library visits, book fairs).
- Children in Nursery/Reception/Year 1 have a Bedtime Library, where children can borrow a Reading for Pleasure book to share at home.

## **Impact**

### **Assessment**

- Daily assessment during the Phonics lesson is used to identify children needing Keep-up support and in the Friday Review lesson.
- Summative assessment takes place every six weeks to assess progress, identify the gaps and children who need additional support. The data obtained by the assessment tracker is scrutinised to narrow attainment gaps and plan for additional support.
- The Little Wandle placement assessment is used for children new to our school.

### **Statutory Assessment**

- Year 1 children sit the Phonics Screening Check in June. Any child not passing the Check re-sit it the following year, when they're in Year 2.

### **Ongoing assessment for catch-up**

Children in Year 2 to 6 are assessed through

- their teacher's formative assessment,
- the Little Wandle placement assessment,
- the appropriate half termly assessments