



A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Phonics and Early Reading Policy

The Context of our School

At Moredon Primary and Nursery School, situated in Moredon, Swindon, we serve an area of mixed catchment with areas of high deprivation and social issues. This is reflected in our school having a higher-than-national-average number of PP children. We also have a higher-than-national-average number of SEN and EHCP children that attend our school. We have an average number of EAL children and are working hard to improve the overall attendance of all our pupils. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (Reading and Spelling)

At Moredon Primary and Nursery School, 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 and synthetic phonics programme. We start teaching phonics in Nursery 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.

As a result, all our children are able to tackle any unfamiliar words as they read. At Moredon Primary and Nursery School, 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 Moredon Primary and Nursery School, 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 at 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 Nursery

- 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 and hearing initial sounds
 - attention to high-quality language.
- We ensure Nursery 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 Nursery 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 the full-length lesson 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 two 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.



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Additional Reading Support

- Any child who needs additional practice has daily support, taught by a fully trained adult. 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. Children in Reception and Year 1 who are receiving additional phonics keep-up sessions read their reading practice book to an adult daily.
- We timetable daily phonics lessons for any child in Year 2 upwards, who is not fully fluent at reading or did not pass the Phonics Screening Check in Year 1. 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 Little Wandle resources. These children either follow the main programme, the Rapid Catch-up programme or the spelling programme, depending on their level of need.
- Little Wandle Letters and Sounds Revised have spelling planning and resources for Year 2 children who have completed the main programme. This helps them to apply their phonics skills to their spelling more carefully and accurately. This will also be used in older year groups where necessary.
- Children who require further additional support may access phonics teaching through the SEND programme. This breaks down the daily phonics lessons into smaller chunks and provides more visual and sensory methods to aid learning.

Teaching Reading: Reading Practice Sessions Three Times a Week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- 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: teaching children to use phonic knowledge to read words
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception, these sessions start in Week 4. 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. The three reading sessions continue into Year 1 and finish when a child is secure in their phonics knowledge and can read with fluency. Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.



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- In Years 2-6, we continue to teach reading in this way for any children who still need to practise reading with decodable books, using the 7+ books. This always includes those accessing the main programme, or the Rapid Catch-up programme.

Teaching Reading: Fluency Programme

- We teach reading to children in Year 2 and above who have exited the core phonics programme but need to develop their fluency.
- Each Fluency reading lesson is 25 to 30 minutes. The structure of every lesson is the same:
 - A pre-read to practise reading words and to support vocabulary
 - Children read aloud for ten minutes and the teacher 'taps in' to hear every child read
 - Focussed teaching of prosody, repeated reading and comprehension through discussion.
- We assess reading speed and accuracy every 6 weeks and use these assessments to monitor progress and allocate books.
- We also use Assessment for Learning (AfL) and our professional judgement to assess each child's progress in reading, so we can ensure that they have the right books to meet their needs.
- We review children's prosody by using the prosody grid. This gives us a picture of how well the child is reading aloud.
- Comprehension is taught through dialogic talk and teachers use their AfL to quickly address misconceptions and develop children's curiosity and engagement with each book.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) 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 and teaching assistant 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.
- 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 use the audit, overviews and templates and prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.



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Ensuring reading for pleasure

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

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We 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 Moredon Primary and Nursery School and our local community, as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these book corners and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free-flow time and the books are linked to topics or are class favourites.
- Every child in the school has a home reading record. The parent/carer records comments to share with the adults in school and the school adults will write in it on a regular basis to ensure communication between home and school.
- Each class is encouraged to visit the local library.
- The school library is made available for classes to use at all times, including breaktimes and lunchtimes, as well as during after-school clubs.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events including book fairs, author visits and workshops, World Book Day performances in assemblies, etc.

Impact

Assessment

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 as well as words and GPCs that need additional teaching
 - to plan repeated practice throughout the day to ensure all children secure learning
 - weekly in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups



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- every six weeks to assess progress, identify gaps in learning that need to be addressed, identify any children needing additional support and to plan the keep-up support that they need.
- at the end of each phase/level in the Rapid Catch-up/SEND/Fluency programmes, to identify gaps in learning that need to be addressed.
- by teachers, SLT and the Reading Leader and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, 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.