



Phonics and Early Reading Policy

Key Document Details

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The Vision, Value and Context of our school

At Southbroom Infant School, we love reading. We strive to ensure that all children become successful and fluent readers by the end of Key Stage 1. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a literature rich approach that promotes a 'reading for pleasure' culture. We aim for all the children at Southbroom Infants to leave school with a genuine passion for reading and to have obtained all the skills they need to tackle any book of their choosing. 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 Southbroom Infant 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/Reception 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, it is our intention that all children are able to tackle any unfamiliar words as they read. At Southbroom Infant 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 Southbroom Infant 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.

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:
 - o sharing high-quality stories and poems
 - o learning a range of nursery rhymes and action rhymes
 - o activities that develop focused listening and attention, including oral blending
 - o attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

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 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.
- If any child in Year 2 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

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 on pages 11–20 of ['Application of phonics to reading'](#)
 - 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
 - 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.
- In Year 2 we continue to teach reading in this way for any children who still need to practise reading with decodable books.

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.

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 daily.

Ensuring consistency and pace of progress

- Every teacher 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 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.

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 Southbroom Infant 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 books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception/Year 1, 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.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is made available for classes to use at protected times. It must be booked via the school booking system. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

To promote reading for pleasure at Southbroom Infant School we have a reading spine that is used in Nursery to year 2 to ensure that children learn a range of high-quality stories by the time they reach the end of Key Stage 1.

- All children at Southbroom Infant School will have opportunities to learn the following stories and rhymes. We believe that these high-quality texts will support the children's language acquisition & development whilst promoting a strong love of learning. The children will know them well enough to use them in their play and be able to sing/retell using the appropriate story language.

This overview is a suggested list for the class read alouds. It is regularly being evaluated and updated to suit the needs of each class and to include new and more diverse texts where appropriate. More books than these are shared with the children too throughout the year.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2 Year olds	<u>Songs & Rhymes:</u> Teddy Bear Teddy Bear If you're happy and you know it. 1,2,3,4,5 once I caught a fish alive <u>Books:</u> That's not my teddy Brown Bear Brown Bear We're going on a Bear Hunt This Bear That Bear Barry the Fish with Fingers That's not my Shark	<u>Songs & Rhymes:</u> Dingle Dangle Scarecrow <u>Books:</u> The Very Busy Spider Sparks in the Sky (Twinkl) The Best of Diwali Ever Meg and Mog Dear Santa That's not my Angel Wonky Donkey	<u>Songs & Rhymes:</u> This little piggy went to market <u>Books:</u> Woof Woof Dog That's not my Pig Noisy Farm Where's Spot Tip Tip Dig Dig Dragons in the City (Twinkl)	<u>Songs & Rhymes:</u> Sleeping Bunnies Hickety Pickety <u>Books:</u> Dear Zoo Giraffe's Can't Dance A Busy day for Birds Fox's Socks Goodnight Peter Walking in the Jungle	<u>Songs & Rhymes:</u> Head, shoulders, knees and toes <u>Books:</u> Wow said the Owl Oi Frog! I Love Animals Rumble in the Jungle That's not my Chick The Run Away Bunny	<u>Songs & Rhymes:</u> The animals went in two by two Mary Mary quite Contrary <u>Books:</u> Stuck Titch Now I'm Big Have you seen Elephant? Elephant and the Bad Baby? Goodnight Gorilla Elmer
Pre-School	<u>Songs & Rhymes:</u> Little Miss Muffet <u>Books:</u> Hugless Dougless goes to Little School Brown Bear Brown Bear Dear Zoo	<u>Songs & Rhymes:</u> Please pudding Little Jack Horner <u>Books:</u> Let's Celebrate Diwali Pumpkin Soup The Scarecrow who Didn't Scare	<u>Songs & Rhymes:</u> Doctor Foster Pat a cake (clapping rhyme) <u>Books:</u> Mr Wolf's Pancakes Dimsum for Everyone Oodles of Noodles	<u>Songs & Rhymes:</u> Jack be Nimble <u>Books:</u> Farmer Duck Hooray for Hoppy The Odd Egg We're going on a Egg Hunt	<u>Songs & Rhymes:</u> Five Little Peas in a Pea Pod Pressed Rain rain go away <u>Books:</u> Farmyard Hullabaloo Titch Jasper's Beanstalk	<u>Songs & Rhymes:</u> If you should meet a crocodile Little Arabella Millar <u>Books:</u> Train Ride Tiny Seed Ugly Bug Ball Pass the Jam Jim

	Same Same but Different Oh Dear	We're going on a Elf Hunt Owls first Christmas	So Much The Children who Loved Books	Five Little Chicks	Mad about Minibeasts Money Puzzle	Colour Monster Goes to School
Reception	<u>Songs & Rhymes:</u> Head, shoulders, knees and toes 1,2,3,4,5 once I caught a fish alive Nelly the Elephant Five Little Speckled Frogs Twinkle Twinkle <u>Books:</u> Big Book of Families My Hair The Colour Monster Binny's Diwali Only one You Elmer	<u>Songs & Rhymes:</u> Ten Little Snowflakes Ten Sparkling Fireworks Dingle Dangle Scarecrow I'm a Little Teapot Baa Baa Black Sheep <u>Books:</u> Funny Bones The Squirrel's that Squabbled The Leaf Thief Stickman The Nativity	<u>Songs & Rhymes:</u> Down in the Jungle The animals went in two by two Little Miss Muffett Incy Wincy Spider Mary had a Little Lamb <u>Books:</u> Penguin Huddle There's no Big Bad Wolf in this Story Goldilocks, a cautionary The Magic Paintbrush	<u>Songs & Rhymes:</u> I can sing a Rainbow Ten Green Bottles Hey Diddle Diddle Hot Cross Buns Hickory Dickory Dock <u>Books:</u> Mr Gumpy's Motor Car The Snail and the Whale The Smuds and the Smoods The Easter Story	<u>Songs & Rhymes:</u> Sing a Song a Sixpence Mary Mary quite Contrary Two Little Dicky Birds Five Little Ducks Three Blind Mice <u>Books:</u> The Runaway Pea Oliver's Vegetables Secret Gardner Suportato	<u>Songs & Rhymes:</u> Teddy Bear's Picnic Ten Fat Sausages Oh I do Like to be beside the Seaside The grand Old Duke of York Jack and Jill Humpty Dumpty <u>Books:</u> Jungle Jamboree Betsy Bugloves saves the Bees Superworm The Giant Jam Sandwich The Woolly Bear The Woolly Bear Caterpillar
Year 1	Little Red Riding Hood Coming to England The Pig in the Pond The Proudest Blue	The Tiger Who Came to Tea Leaf One Snowy Night Poles Apart	Mixed up Fairytales Bog Baby Tree The Storm Whale Beegu	The True Story of the Three Little Pigs Mog the Forgetful Cat The Lighthouse Keeper's Lunch Paddington	After Fall Our Tower Someday Swallowed Stanley Dear Green peace	Into the Forest The Owl who is Afraid of the Dark Where the Wild Things Are Cinnamon



	I Love Books The Polar Bear	The Christmas Pine Iceberg	Snail and he Whale This is how we do it	Look Up The Girl and the Dinosaur Welcome to Our World	Tidy Six Dinner Sid What is Racism	Dragon Post Stanley's Stick Magical Frogs
Year 2	Lila and the Secret of the Rain Africa The Dragon Machine Bloom Wild	The Day the Crayons Quit The Robot and the Bluebird Birds	Tin Forest The Secret Sky Garden A Planet full of Plastic	Our Planet George's Marvellous Medicine Great Women who changed the World	Silas and the Marvellous Misfits	The Dancing Bear Book Bears

All children will have exposure to a range of poetry and non-fiction texts that link to the topic/theme that they are learning about.

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

Ongoing assessment for catch-up

- Children in Year 2 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.