



Walmsley C of E Primary School

# Phonics and Early Reading Statement

**Date of Issue:** September 25

**Next Review Date:** September '27

## Policy Cover Note

Title of the Policy	Phonics Policy
Summary/Reason for bringing to Governing Board for Approval	New scheme
Statutory Requirement	Yes/No
Decisions to be made / recommendation on options	New policy
Name of the author	R Cahill
Date written	Sep ` 25
Date for Review	Sep ` 27
Policy/Procedure to be published on the school website	Yes/No
Amendments/Updates	Added information for Year 1

### **Vision**

***Growing as a family to flourish in God's love.***

Guided by God, we will provide rich, memorable learning experiences which will build character in each individual child.

We will ensure that all children are able to flourish and experience God's wonderful world in all its fullness.

Together as a family we aim to love, respect, aspire, trust, show compassion and be resilient.



*Resilience*



*Trust*



*Aspiration*



*Hope*



*Respect*



*Love*

## Intent

### Phonics (reading and spelling)

At Walmsley C of E, 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 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, all our children are able to tackle any unfamiliar words as they read. At Walmsley C of E, 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 Walmsley C of E, 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 Phonics 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

### Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 15-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, at least 3 x a week for pupils in Year 3 + 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.

### 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 or the link to the book on the Collins Hub is shared 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 educator 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 Walmsley C of E School and our local community as well as books that open windows into other worlds and cultures.
- Each 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 Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children in Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write the texts to read and any sounds or high frequency to be practised.
- At the front of their diaries children/parents are encouraged to keep a list of the books/authors that they have read for pleasure.

## 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
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:
  - 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.

- by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker on Phonics Tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The *Little Wandle Letters and Sounds Revised* placement assessment on Phonics Tracker is used:
  - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

### Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check resits it in Year 2.

### Ongoing assessment for catch-up

- Children in Year 2 are assessed through:
  - their teacher's ongoing formative assessment
  - the *Little Wandle Letters and Sounds* placement assessment
  - the appropriate half-termly assessments.