



Early Reading and Phonics

Our Intent:

- Our priority is that every child is a fluent reader by the end of KS1, regardless of their background, needs or prior attainment.
- We aim to inspire and challenge our children, through a safe, happy and nurturing learning environment, to achieve excellent standards including all aspects of the National Curriculum objectives for reading.
- To engage and excite our children in reading and phonics in order to promote a love of reading for every child.
- To ensure that children with Speech, Language and Communication difficulties are given every opportunity to close the gaps with their peers.
- To ensure that every child learns to read to a high standard of fluency and understanding, regardless of their background, needs or prior attainment.
- To equip our children with a wide 'reading diet' so that they become well rounded readers
- To ensure that any gaps in learning, as a result of COVID, are closed and pupils meet age related expectations in reading and phonics
- To enable our children to articulate their learning confidently and to remember knowledge and vocabulary in reading and phonics
- To prepare and inspire our children for further learning in reading in secondary school and beyond.

Our Implementation - Phonics:

The programme:

- Phonics is implemented through Little Wandle Letters and Sounds Revised. This programme was chosen due to its **rigour** and **systematic approaches**, providing our children with a fast paced, ambitious approach with fully aligned resources and decodable reading books. It also provides a well-sequenced, thorough approach to teaching children to read with fluency.
- There is a priority on CPD for all staff, including use of Little Wandle training portal.

The fundamentals:

- The Phase 2 programme of teaching begins as **children enter Reception**.
- We ensure the teaching of phonics is **systematic and consistent** across school. The lessons are always taught at a **fast pace** to ensure children are highly engaged for the sessions.
- 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.



EYFS and Key Stage 1

- Children make a **strong start in Reception**: teaching begins in Week 2 of the Autumn term.
- Phonics is taught in a **whole class approach**. Any gaps in knowledge are addressed from the start of the year in order for children to 'keep up' with their peers. Therefore, the children then move through the phase groups as one group together.
- 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

Assessment and extra practice:

- 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. This is extended into Year 2 and 3 for any children for are not fully fluent at reading or has not passed the Phonics Screening Check using the new Rapid Catch Up intervention.
- In addition to Keep up sessions, there are opportunities for repeated practice throughout the day.
- The reading curriculum is ambitious for children with SEND and those who are disadvantaged.
- 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.
- **Regular progress meetings** are held with all reading teachers in EYFS and KS1 to monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and enough additional support is provided to enable them to keep up.

Decodable reading books:

- 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:



EYFS and Key Stage 1

- **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 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Reading at home:

- Parents are helped to know how best to support children in learning sounds through our **phonics workshops** throughout the year.
- Reading at home is **strongly promoted**. Teachers ensure that children understand how to work appropriately with decodable books and with shared texts.

Our Impact:

- Phonics teaching is strong, as a result of high quality coaching and CPD.
- Children become fluent readers by the end of KS1.
- Children are passionate about reading. Sharing their love of reading with family and friends.
- 2022 Year 2 Phonics Screening Check result: Fylingdales- 90.9% 10/11 children with 100% of year 2 children passing this year
- 2022 Year 2 Phonics Screening Check result: Hawsker- 100% 5/5 children