

**Phonics and early reading statement of practice**

Our vision is that all children at Wolverham Primary and Nursery School will be happy and confident learners, achieve their full potential and develop a love of learning. We understand the need for children to become fluent readers and develop a love for reading.

**Intent**

**Phonics (reading and spelling)**

At **Wolverham Primary 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](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview_Reception-and-Year-1.pdf), 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, we aim for most of our children to be able to tackle any unfamiliar words as they read. At Wolverham Primary School, we also model the application of the alphabetic code through phonics in shared reading. This happens within phonic lessons, shared reading and throughout the school day. We have a strong focus on language development, which begins in EYFS for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

**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
	+ attention to high-quality language.
* These activities happen daily in small group session and throughout continuous provision.
* We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

**Daily phonics lessons in Reception, Year 1 and Year 2**

* We teach phonics for 20 minutes every day. 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](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview_Reception-and-Year-1.pdf):
	+ 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.
	+ Currently, children in Year 2 are revisiting Phase 5, due to the effect of the Covid Pandemic. We aim for the children to have completed Phase 5 at February half term.

**Daily Keep-up lessons ensure every child learns to read**

* Any child who needs additional practice has daily keep-up support. This is mainly taught by a teaching assistant and may occasionally be ran by the class teacher. 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.
* If any child in Year 3 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps.

**Teaching reading: Reading practice sessions three times a week**

* We teach children to read through reading practice sessions 5 times a week. Each reading session:
	+ is taught by a fully trained adult to small groups of approximately six children
	+ use books matched to the children’s secure phonic knowledge
	+ 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 and blending (3x a week)
	+ prosody: teaching children to read with understanding and expression (1 time a week)
	+ comprehension: teaching children to understand the text. (1 time a week)
* Currently, Year 2 are also having these sessions 4 times a week, along with Whole Class Reading sessions following the Pathways to Read programme.

**Home reading**

Children take home 2 reading books each week; a decodable reading book and a book that they choose to read for pleasure.

Children will read a book in school for a week during their reading sessions. On a Friday they will take this book home for a week. On the following Monday, a new decodable book will be introduced which will then go home the next week.

Reading for pleasure books also go home for parents to share and enjoy with their children.

**Assessment**

Assessment is used to monitor progress and to quickly identify any child that may need additional support.

* [**Assessment for learning**](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/LS-KEY-GUIDANCE-GETTING-STARTED-ASSESSMENT-FINAL.pdf) is used:
	+ daily within class to identify children needing keep-up support. Teachers identify any children who require a keep up session and they take part in these the same day.
* [**Summative assessment**](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/assessment-tools/) 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.

**Statutory assessment**

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

**Phonic Screening Check Assessment Results**

|  |  |
| --- | --- |
|  | **% of children who passed** |
| **2020-21** | **76%** |
| **2021-22** | **83%**  |
| **2022-23** | **76%** |