A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

PHONICS and EARLY READING

INTENT

Phonics (reading and spelling)

At Leverhulme Community 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/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 Leverhulme Community Primary 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 Leverhulme Community Primary 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. Through the range of texts, in-school experiences and cross-curricular learning, children build a wide range of vocabulary that they are able to decode, finding meaning of and apply to other areas of learning, this means our reader have all 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 Reading Leaders who drive the early reading programme in our school. These people are 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:
    - 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.
- 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 between 20-30 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 Phases 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 additional phonic intervention sessions for any child in Year 2 and above 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 Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 20-30 minutes and happen between 4-5 times a week and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching Early Reading: Reading practice sessions three times a week

- We teach children to read in Reception, Year 1 and Year 2 through reading practice sessions three times a week.
  - These are taught by a fully trained adult to small groups of approximately 6-8 children;
  - These 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';
  - These 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 follow this same model as above, but as a whole class. However, any children who are not secure with phonics will continue reading practice with books matched to their secure phonic knowledge in a small group like in Year 1 (*these children will also be having Rapid Catch Intervention as outlined above).*
- In Year 2, the texts are typed, rather than using the books to begin to bridge the gap to reading in Key Stage 2. More information on Year 2 reading can be found in the Reading Policy.

INTERVENTION

Phonic interventions take place across school. In EYFS and Year 1, phonics/reading interventions consist of Little Wandle Keep Up linked to Phonics (see above).

In Year 2 – Year 6, Rapid Catch Up Intervention is used for children still securing phonics. Every child in Year 2 or above who cannot read at age-related expectations needs urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly. This quote from the Reading framework (2023) makes it clear why this is so important:

'After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.'

Rapid Catch-up phonics lessons must be timetabled three times a week. The lessons on days 1 and 2 will take 20 minutes each. For day 3, you will need to timetable a 10-minute phonics lesson and a 10- to 15-minute reading practice session. To ensure phonic interventions take place these could be combined if appropriate two short lessons/sessions. Lessons 4 and 5 are short reading practice sessions of 10 to15 minutes each. The three reading practice sessions are essential so children have quality teaching of reading and time to apply their secure phonic knowledge in age-appropriate decodable books. These three sessions follow the same format as reading sessions in EYFS and Year 1 and consist of a decode, prosody and comprehension session.

Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of the teaching from days 1 and 2 10-minute phonics lesson plus 10- to 15-minute reading practice session. In Phases 2 and 3, you will use the blending practice books for this session.
Day 4	10- to 15-minute reading practice session
Day 5	10- to 15-minute reading practice session

All interventions are evaluated regularly and groups are updated as and when required. Finally interventions discussed during Pupil Progress Meetings.

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/carers to share and read to children. These may not be phonic decodable and are for parents/carers to read to their children to promote a love of reading.
- 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 through class dojo and through workshops.

PHONICS & INCLUSION

At Leverhulme, we teach phonics to all children, whatever their ability and individual needs. Phonics forms part of the school curriculum to provide a broad and balanced education to all children. Through our phonics teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and adapted learning task – so that we can take some additional or different action to enable the child to learn more effectively.

Assessment against the National Curriculum allows us to consider each child's attainment and progress in relation to age related expectations. This ensures that our teaching is matched to the child's needs.

Children who have an Educational Health Care Plan (EHCP) may have targets directly related to phonics that teachers and teaching assistants plan to address. A record of how

they are working towards these targets would be kept and targets would be reviewed alongside the SENDCo. Other targets may be linked to a child accessing the curriculum and be indirectly linked to phonics. These would be accounted for during planning to ensure every child can access the phonics curriculum.

Through pupil progress meetings, children are monitored and a dialogue between staff identifies groups of pupils that may be in need of additional support in phonics.

We enable all pupils to have access to the full range of activities involved in learning phonics.

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

ENSURING CONSITENCY & 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 Leaders 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 and this is discussed during pupil progress meetings.

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.
- Texts are carefully chosen by teachers/ teaching assistants and these could be, linked to learning in other areas of the curriculum, be an interest specific to that class or stand-alone books. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Leverhulme Community Primary School and our local community as well as books that open windows into other worlds and cultures.
- Story Time for a week could be exploring one book or a few different books.

- Teachers/teaching assistants may plan questions, but story time can also be child led with questions and comments from the children about the book they are listening to.
- Books do not need to be phonic decodable and the book is read to the children by the teacher/teaching assistant.
- As part of Story Time, children may be given tasks to do around the book they are exploring in provision; this is developed as children move through school and is completed as a post task by older year groups.
- Every classroom has a selection of books 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, 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.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and national events).

More information can be found through the Reading Policy.

OTHER OPPORTUNITIES TO READ IN EYFS

In EYFS staff inspire children to read, through listening to others read and being encouraged to begin to read themselves in the outside and inside provision. Children will be exposed to a wide range of reading materials, maps, books, rhymes, poems and other written material to ignite interest in an environment that reflects enquiry. Children are encouraged to role-play and use their imagination through a range of activities and enhancements that are added to the areas of provision.

A range of communication and Language activities and interventions take place to ensure children build up their communication, listening and attention skills. The unit uses class nursery rhymes to build up a range of rhymes the children learn from 2- 5 years old and this is progressive across EYFS. Early on, staff use the Language through Listening Tool Kit, Nursery Narrative questions and the WellComm Tool Kit. Staff are trained to use the 5 Golden Rules of communication in provision and blank level questions. Two members of staff are Communication Champions to ensure the team are always up to date so staff can offer children and parents useful and relevant support and activities.

Little Stars – Increase listening skills using a range of activities. Children take activity bags home to promote communication and language/ listening and attention skills. A bank of nursery rhymes.

Nursery - Children have whole class daily reads. Children take activity bags home to promote communication and language/ listening and attention skills. When the children are ready, they begin to access daily phonic sessions looking at initial sounds and using Foundation for Phonics from Little Wandle. A bank of nursery rhymes and questions of the day.

Reception – Children have daily whole class phonic sessions. A bank of nursery rhymes and questions of the day. Furthermore, as part of Little Wandle phonics, all children have 3 small group reading sessions a week. These sessions are made up of decoding, prosody and comprehension and children read a text that is at their phonic stage, starting with wordless books. Children take this book home to read with adults at home.

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** for Reception and Year 1 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, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
  - in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
  - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
  - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to ready any more fully decodable books.

- A **placement assessment** is used:

- with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

- The **Rapid Catch-up assessment** is used
  - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

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 Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
  - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
  - the Rapid Catch-up summative assessments to assess progress and inform teaching
  - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.