



A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Phonics and early reading policy

Intent

Phonics (reading and spelling)

At Horrabridge Primary and Nursery 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 Horrabridge Primary and Nursery 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 Horrabridge Primary and Nursery School, we value reading as a crucial life skill. We believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. They are able to comprehend the texts that read and answer a variety of comprehension questions.



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 and 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 within the summer term. 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, after initial placement assessments.
- 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 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan 'catch-up' lessons to address specific reading gaps.. These short, sharp lessons enable children to catch up on the phonic knowledge that they are missing.



Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - o are taught by a fully trained adults to small groups of approximately six children
 - o 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’](#)
 - o 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: teaching children to segment words
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text

In Reception, these sessions start as soon as possible, once children have learnt SATPIN.. 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.

Home reading

The decodable reading practice book is taken home to ensure success is shared with the family. The children will be fluent with reading this book and it is used as a celebration of your child's reading.

Reading for pleasure books also go home for parents to share and read to children from Reception to Year 2. This book is for you to share and read with your child, to develop their love of reading.

Additional reading support for vulnerable children

- Children in Reception, Year 1 and Year 2 whose reading fluency is not at an age appropriate level, 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.

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 and this time is protected. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Horrabridge Primary and Nursery School and our local community as well as books that open windows into other worlds and cultures.
- 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 Nursery/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.
- The school library is made available for classes to use at protected times. 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).
- Children from Year 3 onwards have daily independent reading time which is protected. This time allows children to be heard by an adult.



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 every three weeks Keep-up and Catch-up children are assessed to identify progress and further support that is needed.
 - 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 resits it in Year 2.