**Phonics and early reading policy**

**Intent statement**

**Phonics (reading and spelling)**

At All Saints’, we believe that all our children can become fluent readers and writers. This is why we have chosen to teach reading through Little Wandle Letters and Sounds Revised, which is a validated systematic and synthetic phonics programme. We start teaching phonics in Nursery and then as children start formal school in FS2 we follow the [*Little Wandle Letters and Sounds Revised progression*](https://wandlelearningtrust.sharepoint.com/sites/WTSA2/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=dA5Kg8&cid=c07c4b6e%2D7eff%2D4834%2Db0a2%2De34e77f1195a&FolderCTID=0x0120002B68E4606EDEEB42917E483D1520364F&id=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files%2FProgramme%20Overview%5FReception%20and%20Year%201%2Epdf&parent=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through our school.

As a result, we aim for our children to be able to tackle any unfamiliar words as they read. At All Saints’, 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 from an early age because we know that speaking and listening are crucial skills for reading and writing in all subjects.

**Comprehension**

At All Saints’, 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 both in and out of school. 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.

As we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is skilled at teaching phonics and reading, and they monitor and support our reading team, so that all children are given the same opportunities whilst being taught the Little Wandle Letters and Sounds Revised programme. Across our large school this ensures consistency in the teaching, learning and assessment of phonics and early reading.

**Implementation**

**Foundations for phonics in Nursery**

* We provide a balance of child-led and adult-led experiences for all children that meet the Development Matters expectations for ‘Communication and language’ and ‘Literacy’. These include:
	+ sharing high-quality stories and poems, including books from other cultures.
	+ Learning and joining in with 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 as they begin more formal school in FS2.

**Daily phonics lessons in Foundation Stage and Year 1**

* We teach phonics for 20 minutes a day. In Foundation Stage, 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](https://wandlelearningtrust.sharepoint.com/sites/WTSA2/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=dA5Kg8&cid=c07c4b6e%2D7eff%2D4834%2Db0a2%2De34e77f1195a&FolderCTID=0x0120002B68E4606EDEEB42917E483D1520364F&id=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files%2FProgramme%20Overview%5FReception%20and%20Year%201%2Epdf&parent=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files):
	+ Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and later in the year 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 and spelling rules 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, with the aim that every child secures their learning as we progress through the programme.
* 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 identify the gaps in their phonic knowledge through regular assessment and teach to these using the Keep-up resources.
* Assessment continues into KS2 with any child at risk of falling behind receiving extra sessions to develop their phonetic knowledge and fluency. These children are assessed regularly to monitor progress with regular intervention put in place where needed.

 **Teaching reading: Foundation Stage 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
	+ are planned and 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 Foundation Stage 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, with the aim that all children are blending by Christmas.
* In Year 1, we continue to teach reading in this way

**Home reading**

* The decodable reading practice book is taken home to ensure success is shared with the family. We also share one of the Big Cat Collins books through the online library, which is again carefully matched based on our ongoing assessment and allows the children to continue to practise the skills they have been learning through a different text.
	+ Once a week children have the opportunity to choose their own reading for pleasure books. These also go home for parents to share and read to children in order to develop a love of reading for pleasure.

**Reading for pleasure**

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 either through stories at the end of the day or through our guided reading and English lessons. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at All Saints’and our local community as well as books that open windows into other worlds and cultures.
* Every classroom has an inviting book corner that encourages a love for reading.
* In Foundation Stage, children have access to the reading corner every day in their independent learning time and the books are continually refreshed to match the topics being taught.
* Children from starting in FS2 children 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.

**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**](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
	+ weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
* [**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.
	+ By the reading leader to monitor progress and address any significant or specific gaps in learning

**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 catch-up**

* Children in Year 2 to 6 are assessed through:
	+ their teacher’s ongoing formative assessment
	+ the appropriate half-termly assessments.