

Ryedene Primary and Nursery School

Phonics Policy



Intent

We believe that all 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 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, children can tackle any unfamiliar words as they read. 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.

Implementation

Daily phonics lessons:

- We teach phonics for at least 20 minutes a day (Year 1 and Year 2).
- In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each week, we review the week's teaching to help children become fluent readers.
- 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.
- Children in Year 2 who are not yet fluent will continue to receive daily lessons. Children who have completed Phase 5 will no longer receive daily lessons.

Daily Keep-up lessons:

- Any child who needs additional support has daily keep-up sessions, 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.

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Ensuring consistency and pace of progress:

- Every teacher and learning support assistant 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 and support staff all have a consistent approach and structure for each lesson.
- The Reading Leader 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.

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 is used:
 - every 4-6 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 phonics lead/SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessments, 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 re-sits it in Year 2.

Reading champions and learning support assistants work with children daily to close the gaps indicated by the phonics lead.