# Phonics and Reading

## Statement of Intent

**Phonics (reading and spelling).**

At King's Meadow School, we believe that our children can become fluent readers that develop a love of reading which will stay with them, all of their lives. We teach reading through *Little Wandle Letters and Sounds Revised,* which is a systematic synthetic phonics programme. We start teaching phonics in Nursery through to Year 1 and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children can build on their growing knowledge of sounds and the alphabetic code, mastering phonics to read and spell as they move through the school.

Our children need to be taught key skills in segmenting and blending to be able to complete the *Phonics Screening Check* at the end of Year 1. Good quality phonics teaching allows the children to be secure in the skills of word recognition and decoding in order for them to read fluently. Those that do not meet the expected standard, including those with SEND will received 'Daily Keep Up' and 'Rapid Catch Up'. In addition to this, we develop prosody, modelling appropriate phrasing, pause structures, stress, rise and fall patterns which enables them to read with expression, and by the time they leave KMS, they are reading confidently for meaning (comprehension) and regularly for pleasure.

We believe teaching every child to be a successful reader is important, including SEND, Pupil Premium and English as an Additional Language children. The Literacy Team drives the early reading programme and are highly skilled at teaching phonics and reading. They monitor and support all staff to ensure consistency and fidelity to the *Little Wandle Letters and Sounds Revised programme.*

## IMPLEMENTATION

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

- We teach phonics for 30 minutes a day with the whole class. Staff systematically teach learners the relationship between sounds and the written spelling patterns or graphemes and every week we review the sounds taught to help them become fluent readers.
- Children make a strong start in Reception and start in week 2 of the Autumn Term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress.
    - Children in Nursery are taught to listen to and say speech sounds.
    - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and Phase 4 words with adjacent consonants.
    - Children in Year 1 review Phase 3 and Phase 4 and are taught to read and spell words using Phase 5 GPCs.
    - All children develop fluency and accuracy within their phases.
    - Year 2 children review Phase 5 Little Wandle and then continue with Bridge to Spelling Little Wandle.

**Daily 'Keep-Up' lessons ensure every child learns to read.**

- Any child who needs additional practise has regular '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/reading lessons for any child in Year 2 to Year 5 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need catch up, so that the gap between themselves and their peers does not widen. We use *Fast Track Phonics Assessments, Rapid Catch-Up Assessments, Phonic Screening Check and Little Wandle* reading assessments to identify gaps in their phonic knowledge and teach 30-minute lessons, 4 times per week in small groups.

**Teaching reading: Reading practise sessions.**

- We teach children to read in Reception through 3 guided reading sessions, in small groups decoding sessions, whole class prosody during phonics and whole class comprehension within story time. We also conduct 1:1 reading with children and those who require additional support.
- In Year 1 we support children to read through reading practise sessions 3 times per week. These are taught by a fully trained adult to small groups of approximately 5-8 children using books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds revised* programme of books. The groups are monitored by the class teacher who rotates the groups on a weekly basis.
- Each reading practise session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practise sessions have been designed to focus on the key reading skills.
    - Decoding
    - Prosody
    - Comprehension
- In Reception these sessions start in Term 2. Children who are not yet decoding, have additional blending practise in small groups or 1:1, so that they quickly learn to blend and can begin to read books.
- In Year 1 these sessions start in Week 1, prior to this we do an assessment at the end of the Summer term (in Reception) to see how much phonic knowledge is retained from the previous academic year.
- In Year 2 we teach *Little Wandle Phase 5* with those children that passed the *Phonics Screening Check* and follow it up with Bridge for Spelling. Those that did not pass the *Phonics Screening Check* will complete a 14-week *Fast Track Phonics* Intervention and/or Rapid Catch up interventions.

**Home Reading**

- The decodable reading practise book is taken home after the children have read it three times in school, to ensure fluency and success. There is clear guidance on how to help the child read, in the front and back of each book.
- Books are changed weekly and match with the sounds previously taught in class.
- Reading for pleasure books go home weekly and are taken from the school/classroom library/book corner and are matched to the child's age level and appropriacy as well as some books that link with the class topic for that term.

- We use *Little Wandle Letters and Sounds Revised* Parent's resource page to engage our families. This information can be obtained on the KMS website and supports home reading, as well as sending home information via Tapestry in Reception.
- Parent workshops and information evenings are timetabled throughout the school year to ensure consistency with reading between home and school.
- Guidance on questioning is given out to parents and is on the school's website, which further develops comprehension skills at home.
- Children are expected to read at least 4 times per week at home and are rewarded every short term. Data is analysed and specific groups of children are supported further in school, these include: the bottom 20%, PP, SEN and EAL children who are heard read 1:1 with a TA or Teacher, during small group phonics lessons, interventions, in Library time, with ArCH readers, Parent Helpers, at WAC and during Extra Fun-time Friday, to ensure that they read at least 4 times per week.

**Ensuring consistency, pace and progression**

- Every Teacher and TA in our school has been trained to teach *Little Wandle Letters and Sounds Revised* phonics and guided reading, so that we have the same expectations of how to deliver and record progress. We use the same mantras, language and resources to teach children to read, so that we lower the cognitive load.
- Lesson Templates, Prompt Cards and 'How To' Videos ensure all staff have a consistent approach and structure for the lesson.
- The Reading Lead and Headteacher observe teaching and use summative data to identify children who need additional support.

**Ensure reading for pleasure**

- We read daily class stories to the children. We choose these books carefully as we want children to read a wide range of books from different authors, cultures and other worlds. We also ensure that pre 20th century texts are read and we ensure that stories link to our topic.
- All children are taken to the Bicester Library throughout the year.
- Class groups buddy up and read to one another.
- We have Parent Reading Mornings in FSU and KS1.
- Every classroom has an inviting reading corner that encourages a love of reading linked to their class topics, and books related to the age of the children.
- The school library has an extensive and inviting selection of books with comfy seating. The children visit the school library and change their books weekly. The books are coloured coded by age so that the children are reading books suitable to their age group.
- In Foundation Stage, children have access to a reading corner every day during their free flow time and the books are continually refreshed.
- Children from Reception onwards have a Home Reading Diary and they are encouraged to read their reading book, library book, topic books and magazines etc.
- We celebrate reading as a performance during our P-Factor and invite Coles Bookstore and a local comedian in to judge as well as hosting the Bicester P-Factor with local schools.
- We enjoy a reading assembly each week and every class celebrates a Reader of the Week.

**IMPACT**

**Assessment**

Assessment is used to monitor the progress and to identify any child needing additional support as a *Keep Up* session or the *Rapid Catch-up* Intervention.

- Assessment for learning is used:
    - Daily within the class to identify children needing *Keep- up Support.*
    - Weekly in the review lesson on a Friday to assess gaps, address immediately and secure fluency of GPC's, words and spellings.

- Summative Assessment is used:
    - Every six weeks to assess progress against the *Little Wandle Letters and Sounds Revised* assessment.
    - Every Term against the *Phonics Screening Check* for Year 1.
    - By SLT, and is scrutinized to look for trends e.g. boys/girls/SEN/PP.

- Statutory Assessment
    - Reception.
    - Year 1 Phonics Screening Check.
    - Year 2 children who have not passed the PSC will re-sit in June.

- Ongoing Assessment
    - Children in Year 2-6 are monitored and assessed through formative assessment as well as using *Fast Track Phonics and PIRA Assessments.* These children then have targeted interventions to support any gaps that they might have.

Through the teaching of systematic synthetic phonics, our aim is for the children to become fluent, confident readers by the end of Key Stage 1. This way, the children can focus on developing their fluency and comprehension in Key Stage 2. Attainment is measured every term in every year group and using statutory assessments at the end of Year 1 (Phonics Screening Check) and Key Stage 2. These assessments are measured against the reading attainment of children locally and nationally.