



## How we teach: Phonics

### Basic principles

It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background and that it promotes and fosters a life-long love of reading from the very beginning of their school journey.

### Curriculum intent model

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 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. 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

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. 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. Because 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 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

We believe that learning to read is key to academic success, and this is supported by research by the EEF (Education Endowment Foundation). Phonics teaching is recognised as an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The EEF considers phonics to be one of the most secure, and best-evidenced areas of pedagogy. High quality phonics teaching provides children with skills to learn how to read (reading for practice), which enhances reading for meaning, and makes reading more pleasurable. Therefore phonics is a vital part of our curriculum as it is the building block on which our reading curriculum is based. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use a DfE validated synthetic phonics programme called Little Wandle. The programme is a systematic, synthetic approach to teaching phonics, with clear expectations that are laid out termly for Reception to Year 1. Integrated in to the programme are high quality reading books that match to each grapheme the children learn. This ensures that children apply their phonetic knowledge in context through writing and the use of high-quality reading texts. The programme is progressive and follows 5 key phases from Early Years through to end of KS1 with a follow up intervention programme for those children who do not pass the statutory phonics assessment check. The children learn through a language- rich environment. They have access to high-quality adult interactions. Children have the opportunity to engage in challenging adult-led tasks to consolidate their learning. Engaging and accessible free choice activities available daily. These activities encourage children to develop their speaking and listening skills. Children have access to a range of high quality books and mark making resources.

Phonics is taught daily and has a regular slot on all class timetables. It is taught in whole class sessions led by the teacher, who explicitly models strategies & skills. All teachers have access to high quality planning and resources. All lessons follow a consistent structure. All classes have a phonics wall. Children work independently or in guided groups. Children are encouraged to apply their phonics knowledge in other curriculum areas. Children have access to phonetically decodable books to read at home. Teachers ensure that all children make progress through the use of precision teaching and targeted intervention groups. These are led by TA's.

Although we expect that the majority of children will have successfully completed the phonics programme by the end of Year 1, we recognise that some children may benefit from further instruction and we will ensure that high quality phonics provision is in place for:

- Children who did not pass the Year1/2 phonics screening check.
- Children with SEND who are struggling with decoding.
- Children who are pupil premium. These interventions will look different for different children. In Rec-Y2 you may see:
  - 1:1 precision teaching sessions.
  - 1:1 interventions focused on blending and segmenting.
  - Small group interventions focused on teaching graphemes/blending and segmenting.
  - Pupil premium children, in small groups, specific to their phonic ability focused on teaching graphemes/blending and segmenting

## Impact

Children can decode, segment and blend confidently and by the end of Year 1 are ready to move from learning to read to reading to learn. Children can feel successful in reading and are more willing to read because books are matched to their needs. By implementing high quality intervention effectively and promptly, the majority of children become fluent confident readers by the end of KS1. A high number of children pass the phonics screening check at the end of Year 1.