



A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Phonics and reading policy

The context of our school

[PLEASE ADD A SENTENCE HERE ABOUT THE CONTEXT OF YOUR SCHOOL INCLUDING: EAL/SEND/PP/MOBILITY/ATTENDANCE/LATE ARRIVALS.] It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At **[NAME OF 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 synthetic phonics programme. The progression of the programme 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. For any child who is not at age-related expectations for reading, we use the Little Wandle Rapid Catch-up programme. We recognise that these children need urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible.

At **[NAME OF 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 **[NAME OF SCHOOL]**, 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 they need 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 reading programme in our school. This person is highly skilled in the teaching of 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.



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Implementation

Teaching phonics: Rapid Catch-up

- We timetable daily phonics lessons for any child who is not reading at age-related expectations. These children urgently need to catch up, so the gap between themselves and their peers does not widen.
- These short, sharp lessons last up to 20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.
- We use the Rapid Catch-up assessments to quickly identify the needs of children who are new to our school, new to the country or new to English.
- We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace.
- We assess children every four weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

Teaching reading: Rapid Catch-up

- We teach reading practice sessions three times a week to children receiving Rapid Catch-up. These sessions:
 - are taught by a fully trained adult to small groups or individual children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* Rapid Catch-up assessments and book matching grids
 - are monitored by the class teacher.
- 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 use phonic knowledge to read words
 - prosody: teaching children to read with understanding and expression
 - comprehension: using dialogic talk to help children to understand the text.
- Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.
- Reading in Rapid Catch-up lessons mirrors the core programme. Children following the Rapid Catch-up programme are taught to read using the 7+ fully decodable books. These follow the same progression as the core programme but are more appropriate for older readers.



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[OPTIONAL: DELETE THE SECTION 'TEACHING READING: FLUENCY PROGRAMME' IF THE FLUENCY PROGRAMME IS NOT TAUGHT IN YOUR SCHOOL]

Teaching reading: Little Wandle Fluency

- We teach reading to children in Year 3 and above who have exited the Rapid Catch-up programme using Little Wandle Fluency.
- Each Fluency reading lesson is 25 to 30 minutes. The structure of every lesson is the same:
 - A pre-read to practise reading words and to support vocabulary
 - Children read aloud for ten minutes and the teacher 'taps in' to hear every child read
 - Focused teaching of prosody, repeated reading and comprehension through discussion.
- We assess reading speed and accuracy every 12 weeks and use these assessments to monitor progress and allocate books.
- We also use Assessment for Learning (AfL) and our professional judgement to assess each child's progress in reading, so we can ensure that they have the right books to meet their needs.
- We review children's prosody by using the Prosody grid. This gives us a picture of how well the child is reading aloud.
- Comprehension is taught through dialogic talk and teachers use their AfL to quickly address misconceptions and develop children's curiosity and engagement with each book.

Reading at home

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for Pleasure (RfP) books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
- We use the [Little Wandle parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

[END OF OPTIONAL SECTION]



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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 planning 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.
- The Reading Leader and SLT use checklists and templates to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and have gaps in learning.

Ensuring Reading for Pleasure (RfP)

'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 highly value RfP and work hard as a school to grow our RfP pedagogy.

- We read aloud to children every day. We choose these books carefully as we want children to experience a wide range of books, including those that reflect the children at **[NAME OF SCHOOL]** 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. We curate these books and talk about them to entice children to read a wide range of books.
- Children choose from our range of carefully chosen books to take home and share with an adult. We keep a record of the children's choices, so we get to know them as readers.
- As children progress through school, we take time to get to know them as readers and ensure that we engage in meaningful conversations about the books that they have read. By doing this we can recommend authors and genres of books to expand their interests.
- Each class visits the local library every half term.
- 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 RfP events (book fairs, author visits and workshops, national events, etc.).
- We use the Everybody read! resources to grow our teachers' knowledge of current books, the most recent research and to grow our own RfP practice.



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Impact

Assessment: Rapid Catch-up

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for Learning (AfL)** is used:
 - daily within class to identify children who require Rapid Catch-up, as well as words and GPCs that need additional teaching
 - to plan repeated practice throughout the day to ensure all children secure learning
 - weekly in the Wednesday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- An **Initial Rapid Catch-up assessment** is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and to plan and provide appropriate extra teaching.
- **Summative assessments** are used:
 - to generate visual reports for individual children
 - by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level
 - by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.

We assess:

- every four weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught
 - to establish if learning is secure before new content is taught
 - to identify any children needing additional support and to plan the Rapid Catch-up support that they need.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - with children following the Rapid Catch-up programme in Years 3 to 6, when they are reading the Phase 5 Set 3, 4 and 5 books
 - to assess when children are ready to exit their programme*.



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*Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.