



Bounds Green School

Phonics and Early Reading Policy



The context of our school

Our Federated Infant and Junior Schools provide education to our diverse local Bounds Green community. In 2016 due to increasing popularity, our Federated Schools began expanding to admit 3 forms of entry, and as of September 2022 is 3 form entry throughout.

The School has a Nursery class with a maximum capacity for 60 children, offering a blend of full and part time places. Our schools have 681 pupils on our current roll as of October 2022. Currently 42% of pupils across our Schools have English as an additional language (covering 50+ different home languages), 19% of pupils across our Schools are identified as Disadvantaged (entitled to Pupil Premium Grant) and 10% of pupils have identified Special Educational Needs (SEND). On entry to our Early Years Foundation Stage a significant number of pupils arrive at Bounds Green below age related expectations, particularly in the areas of Communication & Language as well as early Literacy Development.

Intent

Phonics (reading and spelling)

At Bounds Green, 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 Nursery/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. At Bounds Green, 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 our children leave us, they read confidently for meaning and purpose, and are equipped with the tools to tackle unfamiliar vocabulary. We strive to ensure our children see themselves as readers through also regularly reading for pleasure.

At Bounds Green, because we believe that teaching children to read is so important, we have an Early 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

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning 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 in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes every morning in Year 1. In Reception, 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](#):
 - 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.
 - The fully revised Little Wandle Letters and Sounds was phased into Year 1 in September 2022.
 - In year 2, daily whole-class rapid catch up phonics sessions are taught for 30 minutes every morning.
 - Every child in Reception, Year 1 and Year 2 has a 15-minute daily phonics review in the afternoon. The purpose of this session is to embed taught GPCs.

Daily Keep-up lessons ensure every child learns to read

- Any child in reception and year 1 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, so that every child secures their learning.
- We timetable daily keep up phonics lessons for any child in Year 2 who is not fluent at reading and/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 Letters and Sounds termly assessments to identify the gaps in their phonic knowledge and teach to these using the keep-up resources, at pace.
- If any child in Year 3 to 6 (including those new to English and the school) has gaps in their phonological knowledge when reading or writing, we plan phonics/fluency/comprehension 'catch-up' lessons to address specific reading/writing gaps. This is provided through targeted small group intervention 2-3 times per week by trained staff.
- In addition, the Little Wandle SEN plans and resources are employed for children with particular learning needs.

Teaching reading:

Reception

- 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 children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)
 - are monitored by the Early Reading Leader and Class teacher, who rotates and works with each group on a regular basis.

- Our Reading practice sessions start in Autumn 1 week 4. Decodable books that match children's phonic knowledge are sent home. 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.

Year 1

- Little Wandle Reading was phased into Year 1 in January 2023
- We teach children to read through reading practise sessions 3 times a week. These sessions:
 - are taught by a fully trained adult to small groups of children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of '[Application of phonics to reading](#)'
 - are monitored by the Early Reading Lead and Class Teacher, who rotates and works with each group on a regular basis.
- Each reading session in Reception and Year 1 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 a combination of the three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.

Year 2

- Children in year 2 who are fluent readers, with secure knowledge of phase 5 GPCs take part in whole class reading sessions 3 times a week. These sessions focus on teaching children a variety of reading skills such as, sequencing, questioning, predicting, inferring and comprehension.
- Children who are not fluent readers and who have gaps in their phonetic knowledge, as identified by the Little Wandle Rapid Catch Up Assessment, take part in reading practise sessions 3 times a week with a fully trained adult. These practise reading sessions follow the same structure as Reception and Year 1.

During reading sessions in Reception, Year 1 and Year 2, children are increasing their reading mileage, learning to decode unfamiliar words, developing comprehension and fluency, as well as learning to enjoy a wide variety of books.

Year 3-6:

Please refer to reading 3I's document. [INSERT HYPERLINK](#)

Home reading

- The decodable reading practice book will be taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the [Little Wandle Letters and Sounds Revised 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.

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 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 all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT will regularly monitor and observe the teaching of reading. We will use summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'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 value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Bounds Green 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.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- The school library is made available for classes each week.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

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 who need keep-up support
 - daily in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - every three weeks to assess progress of children on the LW programme from YR - Y2 to identify children in need of additional support
 - by SLT and Reading Lead to scrutinise outcomes for different groups of children with a view to narrowing gaps between groups

At BG we aim for:

- ❖ All Nursery children to be oral blending and writing their own name ready for their start in Reception
- ❖ All Reception children to be fluent readers and secure in phase 3 phonics by end of Reception
- ❖ All Y1 children to be fluent readers and secure in phase 5 phonics by the end of Year 1
- ❖ All Y2 children to be fluent readers, secure at phase 5, with good comprehension and developing use of reading strategies

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check will re-sit it in Year 2.

Ongoing assessment for catch-up is used:

- half-termly by teachers in Y3 - Y6 for those children on the LW catch-up programme
- children in Y2 who are no longer on the Little Wandle programme will be assessed through whole school assessment systems for reading.

Ongoing Teaching and Assessment of Reading in Y2 and KS2

- Please refer to English Statement and Assessment Policy - [hyperlink](#)