



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Phonics and Early Reading Policy

The context of our school

October 2021

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. This academic year, our Federated Schools have 3 classes in every year group from Reception to Year 5, with the full expansion complete in September 2022.

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 643 pupils on our current roll as of October 2021. Currently 36% of pupils across our Schools have English as an additional language (covering 53 different home languages), 16% of pupils across our Schools are identified as Disadvantaged (entitled to Pupil Premium Grant) and 9% 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.



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Comprehension

At Bounds Green, 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 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

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 a day 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.
- Teaching would usually begin once all children have settled in Autumn 1, however, The Little Wandle Revised Letters and Sounds programme was purchased in Autumn 1 2021 and implemented in the first week of the Autumn 2 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.



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- Year 1, currently using the old Letters and Sounds, are following the Little Wandle format for planning and assessment. The fully revised Little Wandle Letters and Sounds will be phased into Year 1 in September 2022.

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 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 Letters and Sounds 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.

Teaching reading:

Reception

- We teach children to read through reading practice sessions two 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 class teacher, who rotates and works with each group on a regular basis.
- These sessions start as soon as children begin blending. 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.
- Each reading 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 a combination of the three key reading skills:



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- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

Year 1:

- We use the Daily Supported Reading Programme (DSR). This programme is finely attuned to ensure children become fluent readers who are independently motivated.
- Children enjoy daily independent reading sessions in small groups matched to their reading level. Each group is supported by a fully-trained adult.
- During these daily sessions, 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 2-6:

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.
 - In reception 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.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics keep-up sessions also read their reading practice book to an adult during this time.

Ensuring consistency and pace of progress



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- 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.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the local library every half term.
- The school library is made available for classes to use at protected times. It must be booked via the school booking system. 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).



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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 six 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 SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, 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 will re-sit it in Year 2.

Ongoing assessment for catch-up

- Children in Years 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

Ongoing Teaching of Reading in KS2 (Year 21/22)

- Please refer to