



September 2021 - September 2022

Phonics & Early Reading Policy



WATERTON
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1. Our School

1.1 Our Vision

Grow. Achieve. Shine - These are much more than words or a motto. At Churchfield Primary School we enable all children to **grow** as independent learners, **achieve** more than they ever believe they could and **shine** as unique individuals. Our school is a very special place, having been the beating heart of our community for over 120 years, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.

1.2 Our Values



We are proud, and work hard to be the best that we can be



We are determined and resilient, embracing all challenges



We collaborate well, treating everyone as equals



We are honest, kind and show integrity



We respect all people, property and the environment



We believe in ourselves and strive for our goals

1.3 Our Golden Rule



2. Policy Summary

2.1 Policy Introduction

We believe that Phonics & Early Reading are the lifeblood of a successful education, and provide the foundations for children to open doors to all areas of the curriculum. Learning to read is the most important and life-changing skill that we can teach our children.

2.2 Policy Aims

This policy is underpinned by the central aims of Churchfield Primary School and the values held by the school community. This policy aims to:

- Provide information for all stakeholders on school's approach to phonics and early reading.
- Provide information for all stakeholders on the intent, implementation and impact of phonics in school.

2.3 Policy Rationale

At Churchfield, we use the Little Wandle Letters & Sounds (Revised) approach to systematic synthetic phonics. We view phonics as a crucial element in teaching and learning in reading and writing and use a systematic, synthetic approach where children quickly develop knowledge of the relationship between letters and sounds, words and sentences. Children are taught to blend and segment sounds easily and use a range of approaches to learn and spell irregular words. We aim to create a culture of reading, where children can become immersed in language and have a deep-rooted love for reading.

2.4 Inclusivity Statement

At Churchfield Primary School we use an inclusive approach to all aspects of education. Our aim is to always involve all children and stakeholders in all areas of the curriculum and school life. In accordance with the SEND Code of Practice, we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.



3. Legalities & Linked Documents

3.1 Linked School & Trust Policies

This policy should be read in conjunction with the following policies and other linked policies:

- Teaching & Learning Policy.
- Curriculum Policy.

3.2 Linked National & Local Documents

The policy has been developed in accordance with the following legislation and guidance:

- [The National Curriculum](#)
- [Choosing a Phonics Teaching Programme](#)

4. Intent

4.1 Phonics (Reading & Spelling)

At Churchfield Primary 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 and synthetic phonics programme. We start teaching phonics in Foundation Stage 2 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 Churchfield Primary 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.

4.2 Comprehension

At Churchfield Primary 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 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.

5. Implementation

5.1 Daily Phonics Lessons in FS2 & Y1

- We teach phonics for 30 minutes a day. In Foundation Stage 2, 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 Foundation Stage 2: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):



- Children in Foundation Stage 2 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.

5.2 Keep-Up Lessons (Ensuring Every Child Learns to Read)

- Any child who needs additional practice has 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 *Little Wandle Letters and Sounds Revised* 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 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

5.3 Teaching Reading (Reading Practise Sessions Three Times Per Week)

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 approximately six 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.
- 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
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Foundation Stage 2 these sessions start in Week 4. 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.
- In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

5.4 Home Reading

- The decodable reading practice book is sent home in the form of an eBook 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.

5.5 Additional Reading Support for Vulnerable Pupils

Children in Year 1 and Year 2 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult twice a week.



5.6 Ensuring Consistency & 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 use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

5.7 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 Churchfield Primary 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.
- In Foundation Stage 2, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Foundation Stage 2 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).

6. Impact

6.1 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.
- The [Little Wandle Letters and Sounds Revised placement assessment](#) is used:
 - With any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

6.2 Statutory Assessments

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

6.3 Ongoing Assessment for Catch-Up

- Children in Year 2 to 6 are assessed through:
 - Their teacher's ongoing formative assessment.
 - The *Little Wandle Letters and Sounds* placement assessment.
 - The appropriate half-termly assessments.

