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Churchfield Primary School

Our Phonics & Early Reading Overview



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.

Our Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

1. Promote high standards of academic and vocational achievement for **every child, every time**, through a **highly-inclusive approach**.
2. Promote a **holistic view** of the whole child, supporting them to become well-rounded individuals and **members of society**.
3. Encourage all children to develop **positive relationships** with, and respect for, themselves, each other, our local **community** and the wider world.
4. Provide a **safe, welcoming and positive** environment for our children and families; acting as **a hub at the heart of our community**.

Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.



Our Trust

Since December 2019 we have been a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success is a shared experience.

Our Values

Our values are the lifeblood of our school - the golden threads that run throughout the curriculum, and every part of daily life at Churchfield. They underpin everything that we do, and represent everything that we aspire and challenge our children to be.



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

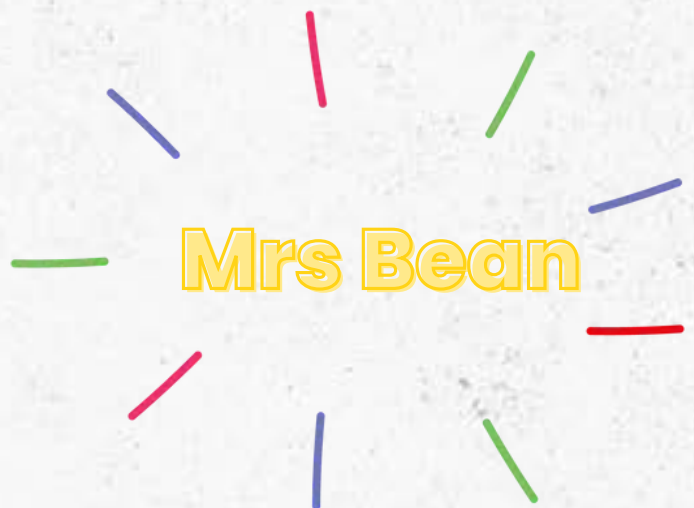


We believe in ourselves and strive for our goals

Our Golden Rule: We keep ourselves, and each other, safe.

Our Phonics & Early Reading

Leader



A Message from Mrs Bean

Reading is something magical - it opens the door to a world of adventure, excitement, suspense, humour and thrills - and that's just books! It also opens the door to endless learning pathways and experiences for our children, and then into the world of work. My belief is simple - there is no greater gift we can give our children than teaching them to read fluently. I believe that all children can become fluent readers and writers, and this is why we teach reading through Little Wandle Letters and Sounds Revised. This programme gives our children the skills needed to flourish as readers. Reading is everything and everywhere - it underpins everything that we do.

What Our Children Say

Pupil voice is an integral part of our phonics curriculum. We listen to our children, and take on board all feedback to make learning come alive.

I like phonics lessons because they are fun and help me read.

I am a really good reader now, and I love phonics.

Our reading books are really good, and I like reading them at school.

I like reading to my family and little brother.

Our Phonics Curriculum



Why Is Phonics Important?

Phonics is the fundamental building block of all reading and writing. We start teaching phonics in Foundation Stage 2 and follow the *Little Wandle Letters and Sounds Revised* progression which ensures that our children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Our children are then 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. 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.

How Do We Deliver It?

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 lessons as quickly. Each Friday, we review the week's teaching to help children become fluent readers.

We teach children to read through reading practice sessions three times a week. The decodable reading practice book is sent home at the end of the week for the children to read to their families and share their success.

Any child who requires further support with the development of their phonetic understanding will be part of a 'keep up' phonics intervention groups to secure their learning. Any child from the Spring Term of Y2 and up into KS2 will join 'catch-up' intervention groups if they require further development in their phonics knowledge.

What is The Impact?

Through our phonics and early reading program we aim to empower children with the vital skills needed to read and access a world of information. Assessment is used to monitor progress and to identify any child who needs additional support as soon as they need it. Every six weeks the children are assessed to identify gaps in their learning, and to identify any child who needs additional support through 'keep-up' support. Children in Year 1 sit the Phonics Screening Check, and any child who does not pass at this point takes part in a re-sit in Year 2. Children's learning in phonics doesn't stop at the Screening Check, all children are taught and supported to become fluent readers and complete the phonics program.

The Phonics Curriculum



EYFS & Year 1

Daily phonics lessons in Foundation Stage and Year 1 are taught for 30 minutes per day. In foundation Stage, 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.

Keep-up lessons ensure that every child learns to read through smaller adult supported steps and lots of repetition to ensure that their learning is secure.

We teach children to read through reading practice sessions three times a week. The children are taught in small groups, and their books are matched to their secure phonic knowledge. 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.

Y2 Onwards

In the Autumn term of Year 2 Phonics is taught to ensure that all children have completed the phonics program with a secure knowledge of the alphabetical code. Support in the learning of Phonics continues throughout Year 2 and Key Stage 2 so that children are given the best opportunities to achieve functional reading capabilities such as decoding. If any child from Year 2 Spring term to Year 6 has gaps in their phonic knowledge when reading or writing, we teach phonics 'rapid catch-up' lessons to address specific reading/writing gaps, following the Little Wandle programme. These short, sharp lessons last 10 minutes and take place at least three times a week and are regularly assessed every three to four weeks.

In Year 2 we continue to teach reading in the same way as EYFS and Year 1 for any child who still needs to practise reading with decodable books.



Phonics & SEND

Inclusivity is at the heart of Churchfield, and strive to ensure every child can reach their potential, regardless of barrier. All of our children are unique, and we use a range of strategies, along with high expectations, to support every child, every time. Below is just a small example of some of the things that we do. Everything that we do is underpinned by the belief in quality first teaching across our curriculum.

Communication & Interaction

As an Eklan Communication Friendly school, supporting all pupils' C & I needs is embedded into daily support. Staff may use visuals, Widgit visuals and more to support pupils in developing communication skills. Tasks are broken down into small, manageable steps using a 'first & then approach'. Our TEACCH room and staff also support teachers with the consistency of approach from provision to class.

Cognition & Learning

Staff make curriculum adaptations to support/ challenge all children. Prerequisite learning is key, along with modified knowledge organisers and scaffolding to meet the needs of all children. Staff have all received CPD on 'Thinking Time' and Blanks' Levels of Questioning so ensuring that all children have the opportunity to shine.

SEMH

Our nurture and ELSA trained staff support children both in provision and in class, using data to inform where children may require support to access learning. Staff build outstanding relationships, enabling our children with SEMH needs to feel pride in their work and supporting them to engage in shared learning, and working as part of a team.

Sensory/ Physical

We use a range of physical & digital adaptations for pupils with sensory and physical needs, these completely embedded into school life. Staff may use enlarged texts or images, screen filters, wobble cushions, resistance bands, book mounts, adapted stationery and more to ensure that every single child has the same opportunity to shine.

Quality First Teaching

Quality First Teaching is at the heart of our SEND offer in every aspect of our curriculum. We ensure that the day-to-day routines, structures and planned learning in school meets the needs of our children through a highly inclusive approach. Our staff are experts in support pupils with SEND, but we also strongly believe that quality first teaching benefits every single children, whether they have recognised additional needs or not. At the heart of our approach to quality first teaching, are high expectations and the belief that every single children can grow to reach their potential, achieve and shine.

Little Wandle SEND

Learning to read matters for every child regardless of their starting points or learning needs. We offer a number of different pathways to enable a suitable route to reading for every child. Little Wandle SEND is a complete programme that mirrors the main Little Wandle programme but with adaptations and support in place that make it possible for all children within our setting to start their phonics and reading journey. The programme has been created to help children learn to read using the right level of challenge for each individual child and using the graduated approach if needed.



Support for Staff

Our motto of Grow, Achieve, Shine is not limited to our children. We believe that in order to provide the very best for our children and community, we need to invest in developing the best teachers in the world. Like our children, our staff are learners too and through a range of CPD and support, further develop their skills and knowledge of teaching history to ensure every child can succeed. We don't believe in standing still - our staff are always looking forward to find new, exciting and research-driven methods to improve teaching & learning.

In-School Support

We believe that support starts in school - using our staff expertise to support and develop each other. Our school is using StepLab & WalkThrus to support the development of instructional coaching to create a culture of improvement. Our history leader also offers regular ad-hoc support to staff, as well as specific CPD in meetings when required. Our 1-year curriculum cycle also ensures that staff can reflect and review each year, and constantly improve the offer for our children.



Networks

Our Early Reading & Phonics Leader is part of the Waterton Academy Trust network group and Little Wandle Network. Our teachers also regularly work with staff from other settings to compare, contrast and share best practice. We are an outward-facing school, and encourage all staff to make links with other settings and seek out best practice, arrange visits and forge relationships with other schools. We enjoy strong relationships with a number of schools in different settings, and use this to support our staff.

Organisations

We work closely with Little Wandle Letters and Sounds to ensure that we are providing our children with the very best phonics provision. Little Wandle's work tirelessly to improve their phonics programme and to support all staff with their incredible CPD offer which consists of ongoing CPD events, webinars and weekly updates. This enables us to use all their research and support to further develop our own practice. We use the 'How to videos' to support ourselves to be delivering the scheme as effectively as possible.



External CPD

We also value external CPD, and see the benefits this can have on our staff. We have a significant number of staff who have either completed, are ongoing or soon to start National Professional Qualifications, as well as accessing history-specific CPD when appropriate.



Monitoring & Evaluation

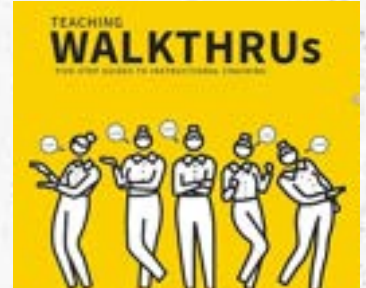


As part of our culture of school improvement, monitoring & evaluation is a key aspect and tells us what is working well, what can be developed further and how we can continue to develop marginal gains to provide sustainable improvement and ensure every penny we spend as a school has impact. We take a tiered approach to monitoring, always starting with a line of inquiry and the question 'is this working for our children?'



Coaching

From 2023-24 we are developing our approach to instruction coaching, through the use of StepLab and Teaching Walkthrus. This will form a significant part of our approach to staff CPD and developing staff, and tie in directly to our monitoring process.



1

Preparation

Our monitoring process starts with our Monitoring & Evaluation calendar, and linking monitoring to our teaching calendar to ensure it is the most beneficial time. Staff have a range of tools to monitor, with a base sequence of planning checks, lesson drop-ins, books looks and pupil voice.

2

Activity

Staff decide on their lines of inquiry, area of school (if applicable) and carry out a monitoring activity, before discussing their findings with SLT, and then communicating these to staff via a SEF Evidence form and individual feedback. Staff look for a golden thread through all monitoring activities.

3

So What?

Leaders identify where practice is strong, identify where there are areas for improvement and offer support for staff to further develop and put improvements into place. Leaders then work with SLT to analyse where more in depth support may be required.

4

Evaluate

Where no individual support or specific follow-up is required, staff evaluate their monitoring process and continue the cycle, all whilst offering continuous support and check-ins with staff.

Ind. Support

Where it is identified that a member of staff may require some support to further develop, the subject leader is supported by SLT in delivering individual monitoring and support with set actions, all in a supportive way with our children at heart.

Assessment

Assessment is another aspect of our approach to quality first teaching. Assessment helps us to ensure that our teaching is appropriate and that our children are making progress against key curriculum concepts and knowledge. Assessment is a key focus for us, and in 2023-24, all teaching staff are further developing their knowledge of and skills in assessment through the Evidence Based Education 'Assessment Essentials' programme.


In-Class

Assessment for Learning happens within each and every phonics and reading lesson. We do not wait until the 6th week to assess our children. It is critical that we ensure that all children keep up and get daily additional practice the moment that they need it.

Our teaching staff collaborate with our Early Reading Leader and highly trained phonics intervention leader to ensure that the children get the support they need as quickly as possible.

Assessments

The Little Wandle assessments are carried out by class teachers every six weeks, after each five-week block of teaching. They are a one-to-one assessment that give a clear indication of the progress of each child. These assessments also allow us to book match our children to an appropriate book level that matches their phonetical understanding.




Environment

In all our FS2 and KS1 classrooms you will see Phonics. It is vital that the children can see their current learning and use the wall charts and sound mats to support them in their learning. Each classroom has a large 'Grow the Code' chart appropriate to the learning within that class. This is there for the children to access whenever needed and is referred to every day within the Phonics lesson.

Parents

Staff communicate all children's development to parents at two parents' evenings per year, and through their annual report. This includes how well children are doing in relation to the taught content and national curriculum objectives, as well as what parents can do to support at home.



Extended Phonics



We run a number of other themed days and event in school - ensuring that our children have a historical diet that is far-reaching. Below is just a sample of our extended provision!

Little Wandle Fluency



We want all children to have a secure phonic knowledge so that they can read. However, being a fluent reader is so much more. We have made the teaching of reading our priority so that every child can unlock all aspects of reading. We use Little Wandle Fluency for all our children in Y2 that have completed their phonics journey and for all children in KS2 who require further support to become fluent readers.

Children are taught and supported to become fluent readers using vibrant, diverse and engaging chapter books created by contemporary authors and illustrators. Each book has been carefully devised to support our children as they progress in reading fluency, making sure every child can become a confident, fluent and motivated reader.



Keep Up

Our daily keep-up provision ensures that we are supporting our children who are at risk of falling behind. Through daily assessment for learning and our 6 weekly assessments all children that are identified as targeted for support through additional blending practice and revisiting the sounds that have been taught. Our keep up is highly effective in getting the children back on track and supporting them to keep up with the rigour of the programme.

Rapid Catch Up



Rapid Catch Up has been designed for any children from the spring term of Y2 and up into KS2 who require further targeted support in their phonics and early reading journey. Rapid Catch Up is designed to support the children to make rapid progress in order to catch up to the age related expectation quickly. By the end of the programme, children will be reading with enough fluency and accuracy to access the curriculum in class, and to read with enjoyment and understanding.



Parent Events

Throughout the year we run parent events to support our families to support their children in phonics and early reading. We also run events to introduce the Phonics Screening Check to Year 1 parents and a number of reading activities throughout the years. We also send the new sounds for the term home with children so they can practise at home too.

Phonics & Our Values

Our school values are a golden thread running throughout our curriculum - we use our values in phonics and reading lessons to ????



Honesty

Honesty and Phonics and Early Reading is vital for transparent feedback and assessment. We have an environment where teaching staff openly acknowledge the strengths and areas for improvement, fostering a genuine interest and motivation to support all children to succeed in their reading journey.



Passion

Passion is the driving force in Phonics and Early Reading teaching. Our teachers are infused with enthusiasm to inspire our students to engage in their Phonics and Early Reading learning. Thereby laying the foundations for a lifelong love of learning through the magic of reading.



Respect

Respect in Phonics and Early Reading education involves valuing diverse learning styles, honouring each student's progress, and creating an inclusive environment where mutual respect between teachers and learners facilitates a positive and effective learning experience for all.



Self-Belief

Self-belief is paramount in Phonics and Early Reading, fostering a mindset where our students trust their abilities to decode words, tackle new texts, and become independent readers. This lays the groundwork for a positive learning attitude to all literacy learning.



Teamwork

Teamwork in Phonics and Early Reading lessons promotes collaborative learning experiences, allowing our students to share insights, decode words together, and collectively celebrate successes, creating a supportive community that enhances their reading development.



Determination

Determination plays a pivotal role in Phonics and Early Reading, as it empowers our students to persist through challenges, overcome obstacles, and consistently practice phonetic skills, ultimately contributing to their growth as a proficient reader.

Scan or click the QR code to see our curriculum in action!



Visit our X to see photos from our curriculum almost every day



[@ChurchfieldPrim](#)

