



Little Houghton CEVA Primary School Phonics Policy

The teaching of phonics is the prime method used at Little Houghton to teach children to read in the EYFS and KS1. Please refer to the English policy for further guidance on our approach to reading.

Aim: To develop children's phonological skills to enable them to become fluent readers and confident writers.

In order to achieve this:

- Phonics is taught on a daily basis for approximately 30 minutes and is linked to the learning of weekly spelling patterns in KS1 and where appropriate in KS2.
- We use the 'Little Wandle' phonics scheme in Reception and Year 1, and for those children in Year 2 and upwards who need it.
- The majority of children are taught in their year groups for phonics so that they do not miss any age-related content, with keep-up and catch-up provision for those who need it.
- In rare situations, children may be taught outside of their age group if they have a special educational need that requires it.
- Half-termly formal and formative assessments and observations are carried out and teachers to use these assessments to plan the next half term's teaching and catch-up groups.
- Parents are provided with information about Little Wandle, and ways in which they can support their child's phonics learning at home.
- Children in EYFS and Year 1, and Year 2 where appropriate, take part in three reading sessions per week, with a trained adult, linked to their current phonic knowledge.

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.

In Reception and Year 1:

- We follow the Little Wandle Letters and Sounds expectations of progress.
- We teach phonics for 30 minutes a day. 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.

- 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Children are taught to apply the skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it
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- Children are taught to apply the skills of segmenting words into their constituent phonemes to spell

Early reading as part of our phonics provision:

- 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:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception 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 Years 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

In Reception and Year 1, the decodable reading practice book is 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 share the research behind the importance and impact of sharing quality children's books with parents.
- 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.

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, and weekly in the review lesson to assess and address gaps
- Summative assessment is used in Reception and Year 1 every six weeks to assess progress, identify gaps in learning and to identify any children needing additional support.
- Fluency assessments measure children's accuracy and reading speed in short one-minute sessions, and are used in Year 1 to assess when children are ready to exit the Little Wandle programme. They are also used for any older children participating in the Rapid Catch-Up Programme.
- At the end of Year 1 there is a **statutory assessment**, the Year 1 Phonics Screening Check which takes place in June of each year.

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