



Phonics and Early Reading Policy

Document Management

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Reference	Description	Date
Rosie Clark	Document reviewed SLT	October 2021
Rachel Gillett	Document reviewed SLT	March 2024

For clarity throughout this policy the words Franche Community Primary School, school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franche, Holiday Club and Breakfast/After School Club.

Phonics and Early Reading Policy

Intent

Phonics (reading and spelling)

At Franche 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 chose this programme as a school as we wanted a rigorous and consistent approach to the teaching of phonics. We start teaching Little Wandle in Nursery through to Year Two and rapid catch up interventions are delivered in Key Stage 2.

As a result, our children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. All of our children are able to use their phonic knowledge to tackle any unfamiliar words as they read. At Franche 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.

Comprehension

At Franche 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.

We have a Phonics, Reading and EYFS Reading leader who drive the early reading programme in our school. These people are highly skilled at teaching phonics and reading, and they monitor and support our staff team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Foundations for phonics in Nursery

- In Nursery, phonics is taught every day.
- In the first half of the Autumn term, a wide range of speaking and listening games are taught to develop the children's ability to become attuned to sounds, as well as listening and talking about sounds.
- From the second half of the Autumn term onwards, Nursery follow Little Wandle and teach phase 2, focusing on tuning into sounds, with a huge emphasis on initial sounds and oral blending. A new phoneme is taught each week through Little Wandle activities; Bertha the bus, What's in the box?, name play, voice sounds and play with sounds. The programme ensures children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) in Reception.

- The children are taught phonics in their colour, registration groups and Nursery staff are on a rota to deliver the programme to the different groups on different days.
- All staff have completed the Foundations for phonics training and have regular updates in training.
- As well as our discrete, daily phonics sessions, our EYFS curriculum provides a balance of child-led and adult-led experiences enriching the children's 'Communication and language' and 'Literacy' skills. 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

Daily phonics lessons in Reception and Year One

- Phonics is taught for 20 minutes a day.
- 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 One review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

SEND phonics programme in Reception and Year One

- We follow the SEND phonics programme provided by Little Wandle. This is for children with a significant developmental delay and are not able to access the whole class phonics lessons. The lessons are taught at a much slower pace. The 'grapheme by grapheme' planning focuses on developing the children's knowledge of grapheme-phoneme correspondences (GPCs), hearing and saying initial sounds, recognising and forming the grapheme and oral blending. There is additional blending practice planning that can be taught to these children as and when they are ready.

Daily Keep-up lessons ensure every child learns to read

- Any child 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.
- As well as the daily keep-up lessons, we timetable extra phase 2 and 3 blending practice groups in Reception and Year One. In Year One, we also have phase 4 and 5 intervention groups.
- In Year Two, we follow the rapid catch up intervention programme for any child who has not passed the Phonics Screening Check. Phonics is taught in small, phase groups with a trained member of staff. These staff are on a rota to teach all phases over a half term. These interventions take place four times a week, whilst the other Year Two children are completing their spelling programme, also taken from Little Wandle. We use the Little Wandle

assessments to identify the gaps in their phonic knowledge and teach to these using the keep-up resources – at pace.

- Little Wandle rapid catch interventions are taking place in Year Two, Three and Four. All interventions are monitored and are delivered by trained staff.

Year Two – Spelling programme

- In Autumn 1 of Year Two, a 5 week phase 5 programme is taught to secure their knowledge and apply their alphabetic knowledge in reading and writing.
- In Autumn 2, a 5 week ‘bridge to spelling’ programme is taught to teach foundational skills for spelling.
- Following this, a spelling unit is then taught for the remainder of Year Two to ensure our children are confident spellers.

Teaching reading: Reading practice sessions three times a week in Reception, Year One and children in Year Two who did not pass the screening check.

- 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 teacher judgements.
 - 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 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.

Home reading

- The decodable reading practice book that has been read that week in school is sent home virtually as an e-book to support the children’s fluency.
- Additional reading books go home on a Monday and a Thursday too, matched to children’s phonics knowledge. These are books of various schemes that have been matched to the Little Wandle scheme.
- We have shared the [Little Wandle Letters and Sounds Revised parents’ resources](#) with our families to support with home reading.

Additional reading support for vulnerable children

- In Reception, we have identified children who need adaptive teaching during the whole class phonics lesson, as well as, keep-up sessions. Adaptive teaching is delivered during the reading and spelling element of the lesson. The teaching assistant works with these children and they

work at a slower pace and focus on specific areas for their individual needs for example, initial sounds or segmenting Consonant Vowel Consonant (CVC) words for spelling.

- Children in Year One who are receiving additional phonics Keep-up sessions are identified as daily readers and read with either the class teacher or class TA on a daily basis.

Ensuring consistency and pace of progress

- Every teacher in KS1 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 Phonics Lead, Reading Lead 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.

Ensuring reading for pleasure

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 Franche 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. Pupils in Year One and above also access the area during 'Book Babble' sessions each week, where they independently read books and engage in discussion about their chosen books.
- Children from Reception onwards have a home reading record. The parent/carer records when they have read with their child to ensure communication between home and school. Reading records are checked every Monday and 5 dojos are given if they have read 5 times in the week.
- As the children progress through the school, they are encouraged to establish their own reading identity, they have a reading journal to record this in. Classes also have regular slots in our school library.
- Please refer to our Reading policy for details of how reading comprehension and fluency are developed from Year Two and beyond.
- A reading spine has been created in Nursery, Reception and Year One. On the reading spine, there are a wide range of multi-diverse texts that will be read to the children throughout the year as well as topic texts.

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.

Statutory assessment

- Children in Year One sit the Phonics Screening Check. Any child not passing the check re-sits it in Year Two.

Monitoring

- Regular monitoring will be done throughout the year to ensure high quality teaching and learning in phonics.
- This will be done through:
 - Formal lesson observations.
 - Planning trawls (reading practice sessions)
 - Training and CPD for all staff for Little Wandle.
 - Regular modelling and staff coaching sessions to support.

Date of last review: March 2024

Date of next review: March 2025