

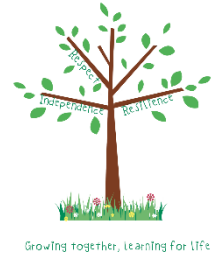
North Baddesley Infant School

Policy for Phonics and Early Reading

This policy was agreed and formally adopted on 24.3.22

This policy will be reviewed on a regular basis (three years).

Last review: Jan 2023



Intent

Phonics (reading and spelling)

At North Baddesley Infant School, we believe that all our children can become fluent readers and writers. We value reading as a crucial life skill. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We lay the foundations for phonics in our nursery, where children will encounter phase 1 and begin to discriminate sounds, orally blend and develop a love of books. We then follow the [Little Wandle Letters and Sounds Revised progression](#), for Reception and Year 1. The teaching is fast paced and the 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 North Baddesley Infant 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.

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.

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.

Daily phonics lessons in Reception and Year 1

- A strong start in Reception – teaching starts from Week 2 of the Autumn term.
- Daily phonics lessons for up to 30 minutes.
- Reading practice sessions 3x a week focusing on decoding, prosody and comprehension skills.
- Reception children are taught to read and spell words containing phase 2 and phase 3 GPCs, and words with adjacent consonants in phase 4 with fluency and accuracy. Children are also taught to read and spell tricky words in phase 2, 3 and 4.
- Year 1 children are able to review phases 2, 3 and 4, before moving on to learning how to read and spell words containing phase 5 GPCs with fluency and accuracy. Children are also taught to read and spell tricky words in phase 5.

Year 2

- During the Autumn term, children in Year 2 review phonics from the summer term of Year 1. Children who complete the Little Wandle programme then move onto following 'No Nonsense Spelling' which is a natural progression from phonics and is in line with our Junior School. Any children who did not pass PSC or are not yet fluent and accurate in any phase will continue to receive phonics teaching.

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.

Teaching reading: Reading practice sessions

We teach children to read through reading practice sessions. These:

- are taught by a fully trained adult to small groups
- use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids
- 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.
- In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- 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. These may be above or below children's phonic level and are based on children's interests.

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Ensuring consistency and 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.

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 North Baddesley Infant School, and our local community as well as books that open windows into other worlds and cultures.
- All children have a home reading diary. The parent/carer records comments to share with school staff regarding reading that is happening at home.
- The school library is made available for classes to use at protected times. 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).

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.
- **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.

Statutory assessment

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

Ongoing assessment for catch-up

- Children in Year 2 are assessed through:
 - their teacher's ongoing formative assessment
 - the appropriate half-termly assessments.
- Our approach, our high expectations of teaching and passion from all staff has had a positive impact on reading outcomes for our pupils. In 2022, 81% children in Year 1 passed the PSC, compared with 75% nationally. 91% of Year 2 children who did not pass PSC in December 2021, passed in 2022.