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**Stanningley Primary School Phonics and Early Reading Policy**

**Introduction**

Stanningley Primary School adopted the *Little Wandle Letters and Sounds Revised* scheme in November 2021. The strategies within the scheme are becoming firmly embedded with a consistent approach adopted by all staff.

**Intent**

**Phonics (reading and spelling)**

At Stanningley 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 Nursery/Reception and follow the [*Little Wandle Letters and Sounds Revised* progression](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview_Reception-and-Year-1.pdf), 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 Stanningley 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 Stanningley 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 and a Phonics Leaderwho drive the early reading programme in our school. These people are 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.

Our Phonics Leads are Michelle Hudson & Jennifer Rukin

Our Reading Lead is Michelle Hudson

**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.
* We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

**Daily phonics lessons in Reception and Year 1**

* 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 3 of the Autumn term.
* We follow the [*Little Wandle Letters and Sounds Revised* expectations of progress](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview_Reception-and-Year-1.pdf):
	+ 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 Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

**Daily Keep-up lessons ensure every child learns to read**

* Any child who needs additional practice has daily Keep-up support in Reception, Year 1, 2, 3 and is 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 or 3 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 5-10 minutes and take place at least three times a week.
* We recognise that if children continue to need daily catch up in upper-key stage 2, other interventions may also be needed, alongside *Little Wandle Letters and Sounds Revised* assessments.

**Teaching reading: Reading practice sessions twice a week**

* We teach children in reception to year 2 (and some in year 3) to read through reading practice sessions 2x 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’](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-FINAL-1.pdf)
	+ are monitored by the class teacher, who will rotate and work with each group on a regular basis once practice is embedded.
* 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:
	+ Session 1 – decoding and prosody: teaching children to read with understanding and expression
	+ Session 2 - comprehension: teaching children to understand the text.
* In Reception these sessions start in Spring term. 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 are aiming to continue to teach reading in this way for any children who still need to practise reading with decodable books, this will be implemented next school year 2023-2024.
* **Home reading**
* The decodable reading practice book is taken home to ensure success is shared with the family.
	+ Reading for pleasure/sharing books also go home for parents to share and read to children. Reading for Pleasure books will go home, to be shared with an adult.
	+ We use the [*Little Wandle Letters and Sounds Revised* parents’ resources](https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/) 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.
	+ We have information on our website for parents to access and welcome parents into school to show them how we teach phonics and reading at school.
	+ We aim to start open phonics sessions whereby a small number of parents can pick a time to come and watch phonics being taught in school.
	+ Early in the school year, we have a parent meeting for children in reception introducing them to phonics and how we teach it.

**Additional reading support for vulnerable children**

* Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult 3 times a week.

**Ensuring consistency and pace of progress**

* Every teacher and teaching assistant 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 and Phonics Leaders and SLT audit classes regularly to monitor and observe teaching; they use the summative data to identify children who need additional support and have gaps in learning.

**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 Stanningley Primary School and our local community as well as books that open windows into other worlds and cultures.
* Every classroom has a book corner/area 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 Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
* Children from Reception 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.
* Use is made of the School Library Service and the local library as appropriate.
* 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**](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/LS-KEY-GUIDANCE-GETTING-STARTED-ASSESSMENT-FINAL.pdf) 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** for [Reception](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/assessment-reception/) and [Year 1](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/assessment-year-1/) is used:
	+ every half term 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, Reading and Phonics Leaders 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.
* [**Fluency assessments**](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2022/03/LS-LITTLE-WANDLE-FLUENCY-ASSESSMENTS-PD05.pdf) (implementation Spring 2 2023) measure children’s accuracy and reading speed in short one-minute assessments. They are used:
* in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
* with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
* to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
* A **placement assessment** is used:
	+ with any child new to the school to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
* The [**Rapid Catch-up assessment**](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/assessment-rapid-catch-up/)(implementation Spring 2 2023) is used
	+ with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and 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. We hold a Phonics Screen information session for the parents of children in year 1 (and those in Y2 who did not pass the phonics screen in Y1).

**Ongoing assessment for Rapid Catch-up in Years 2 to 6**

* Children in Year 2 to 6 are assessed through:
	+ the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
	+ the Rapid Catch-up summative assessments to assess progress and inform teaching
	+ the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
* The fluency assessments measure children’s accuracy and reading speed in short
one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

This Policy was reviewed by Stanningley Primary School in January 2024

Next Review Date: January 2026

Julie Brewer  Head Teacher

Louise Travis-Jones  Chair of Governors