



Pikes Lane Primary School Phonics Policy

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LINKED GOVERNOR SUB COMMITTEE: CURRICULUM, STANDARDS AND WELLBEING

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Curriculum Intent

Phonics

At Pikes Lane, we want to ensure all children have the skills and knowledge to enable them to become fluent readers and writers. We teach phonics using ***Little Wandle Letters and Sounds Revised***, which is a systematic synthetic phonics programme. We start teaching phonics in Pre-school and Nursery, from Reception we use the [*Little Wandle Revised Progression*](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We want to ensure that all children have the best start to their reading and writing journey. We aim to facilitate this in the early years through the development of phonological awareness and key skills to get children ready to listen and be attentive during continuous provision, group and class time. Children are immersed in a language-rich environment to build talking and listening foundations. Throughout key stage one, we want to ensure that children build on these skills throughout their English lessons and develop reading and writing skills in discrete phonics lessons. Our intent is to ensure that all children across the school develop phase 1 phonological skills in their English lessons.

At Pikes Lane, 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.

Comprehension

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 who drives the early reading programme in our school. This person is 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*.

Implementation

Foundations for phonics in Pre-School and Nursery

We aim to ensure that children develop; phonological awareness through phase 1 phonic sessions; oral blending and segmenting skills, phoneme awareness and blending skills as part of early reading strategies. We intend for children to develop the ability to identify high-frequency common and irregular words, the ability to read words as a whole including multi-syllabic words and to develop children's reading fluency.

By the end of the Pre-School year (2-3 years old) children will have developed age-appropriate listening skills and will be able to tune into small group time with their key person, engaging with sounds and starting to talk about the sounds they experiment with.

By the end of the Nursery year (3-4 years old) children will have developed listening, and attention skills and will be able to talk about the sounds they explore. Children will be able to listen to familiar rhyming stories and fill in the rhyming words. Children will have developed the skills to tune into initial sounds and say familiar initial sounds from the classroom environment and from their name. Children will have developed the skills to orally sound out and blend CVC words, in preparation for their next stage of learning.

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

Daily Phonics in Reception and Year 1

We teach phonics for 30 minutes each 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 phase 3 and 4 and are taught to read and spell words using phase 5 GPCs with fluency and accuracy

A link to the revised programme for Reception and Year 1 [Little Wandle Revised Progression](#).

Daily Phonics in Year 2

Whilst we have an ambitious curriculum for all children to achieve age-related expectations, some children (who have not passed their phonics screening) will continue daily phonics in year 2, using the Rapid-Catch-Up programme.

Daily Keep-Up Lessons to Ensure Every Child Learns to Read

Any child who is working below their age-related expectations will need assessing and the correct programme chosen for them. The programmes on offer to support these children are: SEND, Keep-Up or Rapid Catch-Up.

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.

A link to the revised programme for Keep-Up [Keep-Up Document](#).

A link to the revised program for individual Keep-Up sessions [Individual Guidance](#).

In addition to the group Keep-Up sessions, any children in key stage 2 who require additional support will access individual 10-minute daily sessions.

Rapid Catch-Up Programme

We timetable daily phonics for any child in years 2, 3 and 4 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 Keep-Up Resources to teach the children.

"After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to read early on often start to dislike reading" Reading Framework (2021).

Accelerate Pace:

Phase 2: 4 weeks

Phase 3: 4 weeks

Phase 4: 4 weeks

Phase 5: 14 weeks

The Rapid-Catch Up program is for all pupils who have not yet passed phonics screening, children who are not yet reading at an age-related level and EAL/INA pupils.

Pathway 1: children who need to start at phase 2 and know no GPCs or none beyond phase 2.

Pathway 2: children who have gaps in their phonic knowledge, use the prompt cards to guide teaching. Children who are keeping up with the pace of the reading but need a greater emphasis on applying to spelling.

Children targeted for Rapid-Catch up will be in small groups or 1:1

Rapid Catch-Up Timetable

Day 1- 20 minute phonic lesson

Day 2- 20 minute phonic lesson

Day 3-Review day of ½ plus reading practice

Day 4: 10-15 minute reading practice

Day 5: 10-15 minute reading practice

SEND Programme

The Little Wandle SEND programme has been designed to support children with additional learning needs, this programme runs alongside the main programme so pupils with SEND can access a graduated programme.

"Children (with SEND) have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn to remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for adulthood." DFE (2021).

The programme is designed for children with a wide range of SEND needs, children who would require this programme or anyone who requires a slower pace due to cognitive function or other learning disabilities.

Children with SEND will need assessment on entry to the programme unless they are starting at the beginning of phase 2.

Selecting the right programme:

Pathway 1: children can access the main program with some adaptations

Pathway 2: Graduated approach plus lessons with lower cognitive load e.g. children struggling with pace

Pathway 3: Graduated approach to teaching all of the aspects of the programme

Teaching Reading

We teach early reading in Reception, Year 1 and Year 2 three times per week. These sessions are:

- Taught in small groups (up to six children)
- Use books match to the children's secure phonics knowledge
- Are monitored by the class teacher, who rotates and works with each group regularly

Each reading practice session has a clear focus so that the demands of the session do not overload the children's working memory. These 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 reading sessions start from week 4. Children who are not yet decoding have additional blending practice in small groups, so they can quickly learn to blend and begin to read books.

In Years 1 and 2, we continue to teach reading in this way until children have passed their phonics screening test and can access guided reading in line with the school's guided reading policy.

Additional Reading Support for Vulnerable Readers

Children in Reception and Year 1 who are receiving additional phonics Keep-Up sessions reading their phonics books to an adult each day. Across the school, six vulnerable pupils per class will read 1:1 with an adult frequently each week.

Ensuring Consistency and Pace of Progress

Every teacher in our school has been trained to teach phonics and 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 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 to each lesson
- The Phonics and Early Reading Leader plus SLT monitor and observe teaching
- The Phonics Leader use data to identify children who need additional support and gaps in learning.

Statutory Requirements

Reading ELG (Published 2021)

Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonics knowledge including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

National Curriculum (2014)

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

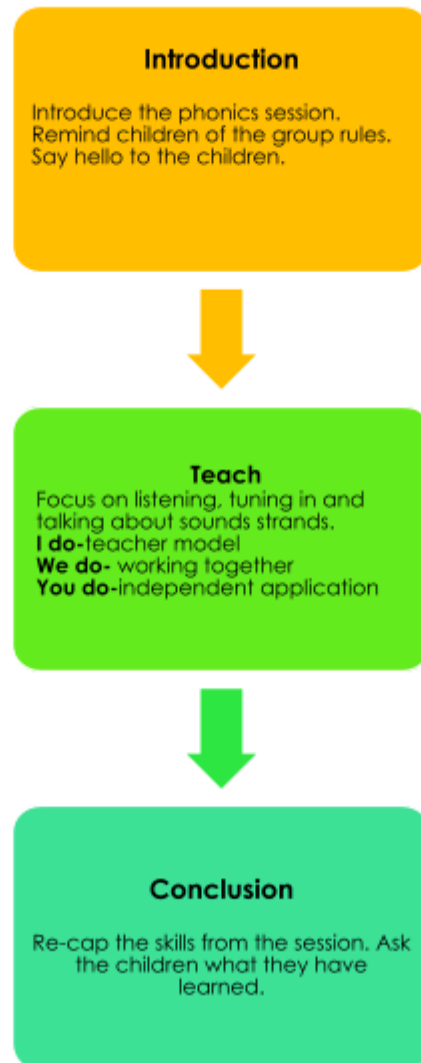
"It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school."

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)

Teaching Sequence Phase 1



Implementation of Phase 1

Teaching Phase 1

Children in Pre-School, begin with Phase 1 aspects 1-4, which provides a range of listening activities through play, to develop their listening skills. The direct teaching of phonics in Pre-School is outlined below:

In the Nursery classroom, children who have been to Pikes Lane's Pre-School will continue building on their phonic knowledge and engage in lessons which focus on aspects 5-7. Children who are new to the Nursery will engage in phase 1 aspects 1-4. Aspect 7 (oral blending and segmenting) skills will be taught explicitly towards the end of the year in nursery (this is in preparation for phase 2 phonics) and will also be interwoven through incidental teaching moments during play situations. The direct teaching of phonics in Nursery is outlined below:

Children in Reception will continue to build on their phase 1 skills, especially if they are new to the country and have had no formal learning before starting school. New to the country children/ international new arrivals across the school will also need opportunities to engage in phase 1 phonics opportunities to develop their phonological awareness.

Children will need to be able to demonstrate the ability to orally blend and segment. This skill should continue to be practised throughout phases 2-6.

Impact

Assessment is used to monitor progress and identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- Daily within the class to identify children who needed Keep-Up support
- Weekly in the review lesson to address gaps

Summative assessment is used:

- Every six weeks to assess progress, identify gaps in learning and support any children who require Keep-Up sessions

Assessment

Children are assessed using the online phonics tracker each half term. This has been mapped out for each year group:

Statutory Assessment

Children in Year 1 sit the phonics screening check in June. Any child who does not pass their phonics screening in Year 1 will resit in Year 2.

On-Going Assessment for Catch-Up

Children in Year 2 + are assessed through

- teachers' ongoing assessment
- phonics tracker
- Phonics Lead termly assessment