



PHONICS AND EARLY READING



<p>INTENT</p>	<p>At Anston Hillcrest we believe that all our children can become fluent readers and writers. This is why we teach reading through <i>Little Wandle Letters and Sounds Revised</i>, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the <u>Little Wandle Letters and Sounds Revised progression</u>, 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 Anston Hillcrest 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.</p> <p>At Anston Hillcrest 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 an Early Reading Leader who drives the 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 <i>Little Wandle Letters and Sounds Revised</i> programme.</p>		
<p>Underpinned by...</p>	<p>High Expectations</p> <p>All children are expected to succeed. Teachers follow the programme with fidelity, efficiency and consistency within each lesson. Children are assessed half termly to ensure they are keeping up and if they are not, keep up interventions are put in place.</p>	<p>Modelling</p> <p>Every teacher in our school has been trained to teach phonics and early 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.</p>	<p>Quality Texts</p> <p>All children read a decodable reading book to achieve success in reading. They also take home a recommended reading book (reading for pleasure) to experience a wide range of books, including books that reflect the children at Anston Hillcrest and our local community as well as books that open windows into other worlds and cultures.</p>

IMPLEMENTATION	<p>The progression of <i>Little Wandle Letters and Sounds Revised</i> has been devised so that children are taught a cumulative progression of GPCs that they immediately practise through oral blending, reading and spelling words and sentences, and, later on, reading fully decodable books. Children review and revise GPCs and words daily, weekly and across terms and years in order to move this knowledge into their long-term memory.</p>	
	<p>Planning</p> <p><u>Foundation for phonics in Nursery</u></p> <p>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:</p> <ul style="list-style-type: none"> 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. <p>We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.</p> <p><u>Foundation Stage 2 and Year 1</u></p> <p>Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.</p> <p>Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.</p> <p>We follow the Little Wandle Letters and Sounds Revised expectations of progress:</p> <ul style="list-style-type: none"> ○ 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. 	<p>Assessment</p> <p>Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.</p> <p>Assessment for learning is used:</p> <ul style="list-style-type: none"> • 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. <p>Summative assessment is used:</p> <ul style="list-style-type: none"> • 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 <i>Little Wandle Letters and Sounds Revised</i> assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place. <p>Statutory assessment</p> <ul style="list-style-type: none"> • Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2. <p>Ongoing assessment for catch-up</p> <ul style="list-style-type: none"> • Children in Year 2 to 6 are assessed through their teacher’s ongoing formative assessment as well as through the half-termly <i>Little Wandle Letters and Sounds Revised</i> summative assessments.

	<p>Knowledge/skills</p> <p>We all use the same language, routines and resources to teach children to read so that we lower children’s cognitive load.</p>	<p>Cross curricular</p> <ul style="list-style-type: none"> • We read to children every day. We choose these books carefully as we want children to experience a wide range of books that feature a variety of themes. • 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. • 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 Nursery/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. • As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read. 	<p>Frequency of teaching</p> <ul style="list-style-type: none"> • 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. <p>Additional reading support for vulnerable children</p> <ul style="list-style-type: none"> • Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.
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IMPACT	<p>OUTCOMES At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Children who have gaps in their knowledge receive appropriate support and keep up interventions.</p>		<p>EVIDENCE IN SKILLS Children develop their ability to decode, understand and comprehend texts as they progress through the Little Wandle Letters and Sounds programme.</p>	<p>EVIDENCE IN KNOWLEDGE Children build their knowledge of graphemes based on the Little Wandle Letters and Sounds Progression. The spiralling curriculum, which includes periods of review, ensures that all children have adequate time to learn new GPCs, then practise, retrieve and apply their learning so it moves into the long-term memory and reading becomes automatic and fluent.</p>
	<p>PUPIL VOICE Through discussion and feedback, children talk enthusiastically about Phonics and understand the importance of this subject. Children express a love of reading.</p>	<p>INCLUSION Whole-class teaching is one approach to organising teaching. In doing so, teachers meet the needs of the children in their class by enriching and taking the learning deeper for some children and putting scaffolding and additional practice in place for other children where needed.</p>		
MONITORING Takes place half termly by the early reading leader.	Assessment	Books	Planning	Observation
	<p>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.</p>	<p>Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.</p>	<p>The reading leader will check that the programme is being followed with fidelity and consistency.</p>	<p>Observations take place by the subject leader of children at work, individually, in pairs, in a group and in class during whole class teaching. These are through planned observation and monitoring and learning walks.</p>