

Tintwistle Primary School

Phonics and Reading Policy

Intent

Phonics (reading and spelling)

At Tintwistle, 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](#), 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, our children are able to tackle any unfamiliar words as they read. At Tintwistle 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.

Implementation

Foundations for phonics in Nursery/Reception

- 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.

Tintwistle Primary School

- Children make a strong start in Reception: teaching begins in 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 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

- Children in Year 2 or 3 who are not fully fluent at reading or have not passed the Phonics Screening Check are able to join phonics lessons in Y1/Y2 and have keep up lessons. 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 4 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 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions

Reading is taught daily throughout the school. We do recognise that reading is a highly interconnected subject, so teachers, therefore, consider links between areas of reading in their planning across the curriculum.

- Children in Nursery and Reception
 - In Nursery children follow 'Phase 1' phonics. By the end of phase 1 they are beginning to orally blend and segment words.
 - Children in Reception read individually with a teacher or teaching assistant twice a week. They take home a decodable phonics book to share with parents. The children will work towards small guided reading sessions when they are ready.
- In KS1 we teach children to read through reading practice sessions - guided reading and through individual reading sessions.
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments.

Tintwistle Primary School

- are monitored by the class teacher, who rotates and works with each child 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 Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.
- Guided reading takes place in small groups in every class for all children.

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.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books (library books) also go home for parents to share and read to children.
 - Once children have progressed beyond the phonics reading books they are able to take a reading book from the library. We use 'Accelerated Reader' to monitor independent reading progress.

Additional reading support for vulnerable children

- Children who are receiving additional phonics keep up also have extra reading sessions throughout the week.

Ensuring consistency and pace of progress

- All teachers have 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.

Ensuring reading for pleasure

Tintwistle Primary School

'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)

At Tintwistle 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 Tintwistle 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.
- 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.
- 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.
- The school library is made available for classes to use. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits)

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.

Tintwistle Primary School

- *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.

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 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

For more information about your child's phonics, please follow the link:
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>