

Intent

At Chorlton Park...

- We believe that reading is the key to becoming a successful learner. The approach of systematic phonics is heavily researched and evidenced by the *Teaching and Learning toolkit* from the *EEF* stating it 'is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' (*July 2021*)
- We want to ensure that the highest number of children possible pass the Phonics Screening Check and become fluent readers. We aim for our children to enjoy reading without finding it too challenging. We strive for enjoyment of Phonics as we believe this will support them in becoming confident and successful readers.
- We aim to ensure our staff receive sufficient, high-quality training in order that they can deliver Phonics teaching knowledgeably, accurately, and confidently.
- The Teaching and learning toolkit from the EEF states, 'the positive impact from interventions is +5 months of additional progress.' As a result of this, we use the data we receive from our assessments to create intervention groups.

Phonics in Nursery

- Phonics is taught 5 times a week in 10 minute slots which all children have access too.
- Nursery start with the 7 aspects of Phase 1 from September.
- Blending is added into phonics from Spring 1.
- Each week a new sound is introduced, children practice saying it and looking at the corresponding picture card which in reception will translate to showing a letter on top of the image.
- Children are assessed every term based on the Phase 1 aspects.

Assessment in Phonics

- The children are assessed each half term and the information is tracked using the Little Wandle materials. Data is tracked and those who do not pass the 80% pass mark are entered into an intervention focusing on what they need support from their assessment. Children within those groups are assessed every 3 weeks until they pass at 80%.
- Phonics groups are adjusted in response to assessment information.



Early Reading and Phonics



Implementation

- We teach Phonics using the Little Wandle programme – a DfE-validated synthetic Phonics programme.
- We deliver a daily Phonics lesson to equip children with the skills they need to decode and become fluent readers.
- Phonics is taught by Class Teachers and Teaching Assistants – all of whom have received the necessary training. The Early Reading and Phonics Leader undertakes regular monitoring to ensure there is high-quality teaching and that pupil groups and staffing are rotated regularly.
- We provide children with phonically decodable books that are closely matched to their Phonics abilities so they can be successful when reading. These are from the Collins Big Cat scheme which are designed to match the progression in phonics week on week.
- We support children in catching up quickly by assessing children regularly and providing the Little Wandle “Catch Up” intervention.
- Vocabulary is explored in Phonics lessons – staff take care to explain what a word means and then embed this through the “Group Reading” sessions.

Yearly Progression

Nursery -Phase 1 and Oral Blending

Reception - Phases 2, 3 and 4

Year 1 -Phase 5

Year 2 - (Aug 1 & 2) Phase 5 recap



Reading

Phonics Books- a series of two guided reading sessions are completed on a book matched specifically to their knowledge ensuring that children feel like successful readers to build confidence and fluency. This book is taken home after the second read for a week.

Sharing Books- A story book, which is changed every week, goes home for adults to read with their children.

Unseen books- Starting at the end of Year 1 and into Year 2 for additional reading at home. This book is matched to a phonetic child's ability.

Impact

- There is a consistent approach to how we teach Phonics across EY and KS1.
- Children are accessing reading books that are in line with their phonics abilities.
- Children read with more fluency and develop automaticity in their word reading from an early age.
- Children are using this phonetic knowledge to support their writing and most writing is phonetically correct.
- End of Year Reading for Reception 2023=76%
- Phonics screening data Y1 for 2023 = 78%
- End of Year Reading for Y1 2023=74%