

Subject policy

Subject: Phonics and early reading policy

Coordinator: R. Gonthier

1. Curriculum intent for your subject:

At Chorlton Park, our vision and intent for reading is for all children to become fluent, resilient readers with a love of books and authors.

We teach early reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme validated by the Department for Education. We start teaching phonics in Nursery 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.

2. Inclusion

At Chorlton Park we believe that all children have an entitlement to become readers and a right to a good quality education (Art. 28 UNICEF Charter).

We adapt our curriculum and pedagogy to meet the needs of all of our children, particularly those of children with SEND. We have very effective systems in place to identify children who are struggling and use those to plan interventions and extra support.

In Reception and Year 1, any child who needs additional phonics practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, but in smaller steps with more repetition, so that every child secures their learning.

In Years 2, 3 and 4, we timetable regular phonics lessons for any child who is not fully fluent at reading or did not pass the Year 1 Phonics Screening Check. 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.

We have a specialised SPLD Team who look after the needs of children in Key Stage who have significant speech and language needs and/or dyslexic tendencies.

3. Sequencing

Foundations for phonics in Nursery

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

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. 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.

4. Milestones

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.
- The *Little Wandle Letters and Sounds Revised* placement assessment is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan 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.

5. Professional development

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. Because we believe teaching every child to read is so important, we have an English Standards Lead and an Early Reading Lead Teacher who drive the early reading programme in our school. They monitor and support our staff, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.