



## Phonics Subject Intent Statement

	Curious	Caring	Creative	Courageous
Intent	<p>At Archibald First School, we are passionate about ensuring all children become <b>courageous</b> and enthusiastic readers and writers. Reading is at the core of our curriculum and is the key that unlocks future learning.</p> <p>We believe that a consistent approach to phonics provides the building blocks to reading, which once mastered, ensures children become successful readers who develop a lifelong love of reading. Through the systematic approach to phonics all children are taught the skills to break down words into sounds, as well as letter and word recognition. Children use these skills to blend words to enable them to read and segment to support spelling. We value reading as a key life skill therefore the teaching of phonics is of high priority. It is our school vision, that all our children leave Archibald as <b>curious, caring, creative and courageous</b> learners ready for middle school and the next phase of their lives and to explore their world further. We believe that reading is a fundamental part of children's development throughout school, right from an early age.</p> <p>We start teaching the foundations of phonics in Nursery offering pre-phonics games and <b>creative</b> activities concentrating on listening skills, identifying familiar sounds and introducing oral blending, ensuring children understand the importance of phonics from an early age. We begin teaching phonics formally in 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. 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 Archibald First School, we value reading as a crucial life skill and instil in our children the need to aspire to become fluent readers. By the time children leave us, they read <b>courageously</b> for meaning and regularly enjoy reading for pleasure. Our readers are successful and equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Reading unlocks the curriculum and allows children to unleash their <b>curiosity</b> to discover more about the world around them.</p>			

*Having fun, learning together.*

*Curious, caring, creative and courageous.*

## Foundations for phonics 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

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 2/3 of 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

Any child in Reception/Year 1 who needs additional practice has regular keep-up support, taught by a fully trained adult. Keep-up lessons use the same resources and mantras, but in smaller steps with more repetition, so that every child secures their learning (regardless of their need or starting point; SEN, FSM and PP children make just as good, if not better than their peers). Any child that joins us having English as an additional language (EAL) is given small group or 1:1 intensive sessions to ensure that they also make excellent progress.

We timetable daily phonics lessons for any child in Year 2, 3 or 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 Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up, catch up or SEN resources as required for the individual child. This approach ensures that children make rapid progress, catch up to their peers and are middle school ready.

## Teaching reading:

In Reception and Year 1 we teach children to read through reading practice sessions on an individual (1:1) and group reading basis twice a week.

We use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids

Reading is monitored by the class teacher, who rotates and works with each child on a regular basis.

Individual and group reading concentrates on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2, 3 and 4, we continue to teach reading in this way for any children who still need to practise reading with decodable books. Once the children are **confident** with decoding they are then heard read in small groups and select books of a more personal choice or move onto our colour banded system.

### Home reading

In Reception and Year 1 a decodable reading book linked to the individual child's phonics level is taken home to ensure success is shared with the family. This is continued with any child who is still working on phonics and decoding.

Reading for pleasure books also go home for parents to share and read to children.

We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### Additional reading support for vulnerable children

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book regularly throughout the week.

### Ensuring consistency and pace of progress

Every teacher in our school has 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 so that we lower children's cognitive load.

Lesson templates, prompt cards and 'How to' videos from Little Wandle Letters and Sounds are used to ensure teachers all have a consistent approach and structure for each lesson.

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

We read to children most days. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Archibald First School and our local community as well as books that open windows into other worlds and cultures.

Every classroom encourages a love for reading, either through a book corner, story display or work linked to stories the class has enjoyed.

In Early Years, 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.

Visits to the local library are encouraged as regularly as possible. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

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## Impact

We believe that the most valuable impact of our phonics teaching is that our children are confident and able readers who love to read for pleasure. They know their letter sounds and can blend and segment as their main strategy for reading. We look to the application of the skills taught across all areas of the curriculum. We also use the Little Wandle assessments and the school data tracker and reading assessment system to ensure progress over time. We track individual children's grapheme recognition and in year 1 track their ability to read real and pseudo words via the phonics screening test. Progress and attainment at Archibald are excellent and reading remains a key strength of our children.

The children of Archibald First School enjoy books, they understand the importance of books and reading to support, engage and challenge their learning as well as igniting their imagination, **creativity** and **curiosity** to transport them to imaginary worlds. Regular assessment is used to monitor progress and to identify any child needing additional support as soon as they need it, therefore enabling all children to close gaps and make progress. Children are ready for the next stage of their education and feedback from the feeder middle school is that Archibald children are well prepared for year 5 and beyond.

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