

Phonics and early reading policy

Here at Terrington, Foston and Stillington Primary Schools we are passionate about teaching all our children to read competently and fluently for their age and instilling them with a love of reading. Therefore, it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

At Terrington, Foston and Stillington Primary Schools we believe that all our children can become fluent readers and writers. We start teaching phonics in Nursery and the sounds are introduced in Reception. We 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.

Implementation

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children, 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.

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons throughout the year. 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Any child who needs additional practice has daily Keep-up support, providing smaller steps with more repetition, so that every child secures their learning.

Teaching reading: Reading practice sessions twice a week

We teach children to read through reading practice sessions three times a week. These are taught by a fully trained adult in small groups and use books matched to the children's secure phonic knowledge. This is monitored by the class teacher, who rotates and works with each group on a regular basis.

The first reading session focusses on decoding and the second on prosody (teaching children to read with understanding and expression) and comprehension (teaching children to understand the text).

From Year 2 onwards the children have whole class guided reading sessions focussing on all of these skills and allowing for rich discussion around a text.

Home reading

The children take home the reading books they have read during the reading practice session is then taken home the following week, providing them with a higher chance of success, this also helps the children read the book fluently, without the need to 'sound out' each word.

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.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- 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.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. Children are assessed within the lesson and given keep-up support as needed. At the end of every half term the children are assessed 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.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
 - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
 - the Rapid Catch-up summative assessments to assess progress and inform teaching
 - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.