



THE SPIRES FEDERATION

OUR CORE VALUES ARE: Success, Happiness, Inspiration, Nurture and Everyone

Our Mission,

To provide an aspirational education, which inspires all in our community so that they are happy, confident and equipped for life in all it's fullness.

'Opening Doors. Opening Minds.'

Phonics and Early Reading Policy

Key Drivers	Worldly Wise	Aspiration	Well-being
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<p style="text-align: center;">SUBJECT INTENT</p>	<p>It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.</p> <p><u>Phonics (reading and spelling)</u> At the Spires Federation, we believe that all our children can become fluent readers and writers. This is why we teach reading through <i>Little Wandle Letters and Sounds Revised</i>, which is a systematic synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensues children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.</p> <p>As a result, all our children are able to tackle any unfamiliar words as they read. At the Spires Federation, 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.</p> <p><u>Comprehension</u> At the Spires Federation, 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.</p> <p>Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our schools. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the <i>Little Wandle Letters and Sounds Revised</i> programme.</p>			
	<p style="text-align: center;">Underpinned by...</p>	<p style="text-align: center;">High Expectations</p>	<p style="text-align: center;">Modelling</p>	<p style="text-align: center;">Research/Evidence</p>
<p>We believe that all children can become fluent readers and writers. We have the aim that by the end of the Autumn term in Reception, all children will be secure in blending.</p>		<p>Teachers and support staff 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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://literacytrust.org.uk/information/what-is-literacy/what-phonics/</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p>	<p>At the federation we have a strong focus on language development for our children and value reading as a crucial life skill. We aim for all children to read confidently for meaning and regularly enjoy reading for pleasure. All children will be provided with fully decodable books matched to their current phonic ability and also take home a book for pleasure.</p>

IMPLEMENTATION

Foundations for Phonics in Pre-School

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 up to 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 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 who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We timetable daily phonics lessons for any child in Year 2 or 3 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 resources – at pace.

If any child in Year 3 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 three times a week

We teach children to read through reading practice sessions three times a week. These:

- Are taught by a fully trained adult to small groups of approximately six children.
- Use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids
- Are monitored by the class teacher, who rotates and works with each group 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 Reception these sessions start in Week 4. 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 and 3, we continue to teach reading in this way for any children who still need to practice reading with decodable books.

Home reading

The decodable reading practice book is taken home to ensure success is shared with the family.

- 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 to an adult daily.

Ensuring consistency and pace of progress

- Every teacher across our federation 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.

Ensuring reading for pleasure

'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)

We value reading for pleasure highly and work hard as a federation 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 the Spires Federation and our local communities 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 Nursery/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 at protected times. 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).

<p>Planning Teachers to follow the weekly content grids as laid out by <i>Little Wandle Letters and Sounds Revised</i> programme.</p>	<p>SEN All children will be able to access phonics lessons and be able to make good progress.</p>	<p>Assessment Assessment is an integral part of the teaching process. Assessment for Learning is used –</p>
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	<p>The reading sessions should follow a three part sequence of decoding, prosody and comprehension. The prompt cards should be used in order to support teachers in planning these sessions, using books which are fully decodable to the children.</p> <p>Keep up sessions follow the format as set out by <i>Little Wandles Letters and Sounds Revised</i> programme.</p>	<p>The use of visual flashcards with pictures on, rhymes and mnemonics ensure all types of learners are supported.</p> <p>We teach the children how to use Wall friezes and grapheme charts, which they can use to help support them phonics and a wider range of other lessons.</p> <p>Children also have access to same day intervention to ensure all learners have the opportunity to keep up.</p>	<ul style="list-style-type: none"> • 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. <p>Summative assessment is used –</p> <ul style="list-style-type: none"> • 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. • By SLT and scrutinised through the <i>Little Wandle Letters and Sounds Revised</i> assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
	<p>Frequency/time taught</p> <p>Phonics is taught to both Reception and Year 1 on a daily basis for up to 30 minutes. They are taught by a trained member of staff.</p> <p>Reading sessions are taught 3 times a week lasting between 10 and 20 minutes. Again these are to be lead by a trained member of staff.</p> <p>Keep up sessions should be appropriately timetabled every day for those children requiring the support.</p>		
	<p>Resources</p> <p>All resources are provided by the <i>Little Wandle Letters and Sounds Revised</i> programme. 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 ensure teachers all have a consistent approach and structure for each lesson.</p>	<p>Whole School events</p> <p>As a federation, we regularly like to participate in reading days such as World Book Day and also author visits and events. This helps to promote the love of reading in all of our children.</p>	<p>Environment</p> <p>In all EYFS and KS1 classes, there will be a phonics display board in a position where children can see during their phonics lesson. The display will show the ‘wall freize’ and appropriate supporting materials. Children will have access to Phonics sounds mats in order to support them when writing. KS2 classes should also be using the Phonics sounds mat and also have a complete wall freize visible.</p>

IMPACT	<p>INCLUSION</p> <p>All children will be able to access phonics lessons and to be able to make good progress in each lesson. Through our Keep-up sessions, no children should be left behind and be able to catch up quickly.</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>Children gain a coherent knowledge and understanding of GPCs and tricky words.</p>	<p>EVIDENCE IN SKILLS</p> <p>Children to be confident and fluent readers who are able to apply their growing phonic knowledge to both their reading and writing.</p>	<p>OUTCOMES</p> <p>All children to become fluent and confident readers and writers. We want all our children in the federation to have a love for reading.</p>
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	<p>PUPIL VOICE Upon speaking to children, it will be evident that all children enjoy reading and like to read for pleasure. Children will speak highly of their phonic lessons and also their reading practice sessions. When listening to children read, it will be evident that they have been taught the necessary skills in order to decode words and are fluent readers.</p>			<p>By the Autumn term, we expect our Reception children to be able to blend the sounds in a word in order to read. By the end of Year 1 we aim for all children to have passed their Phonics Screening test.</p>
<p>MONITORING (QUADRANGULATION)</p>	<p>Data</p>	<p>Planning</p>	<p>Coaching sessions</p>	<p>Observation</p>
	<p>Assessment is an integral part of the teaching process. We carry out daily and weekly Assessment for learning. Our 6 weekly summative assessments, are used 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. By SLT and scrutinised through the <i>Little Wandle Letters and Sounds Revised</i> assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.</p>	<p>As we are following the <i>Little Wandle Letters and Sounds Revised</i> programme, the planning is already produced. Observations carried out will ensure that all Teachers and Support staff are following the progression document and planning accurately.</p>	<p>The Reading leader to set up regular coaching sessions with the reading team to ensure consistency to the approach, and to ensure we have a team of expert phonics and reading teachers.</p>	<p>Observations to be taken regularly by the subject leader through planned observations, monitoring and learning walks. Ensuring consistency across the federation and fidelity to the programme.</p>