



A COMPLETE PHONICS RESOURCE TO
SUPPORT CHILDREN



HORN PARK
PRIMARY SCHOOL

Phonics and early reading policy

The context of our school

At Horn Park we strive to ensure that all children become successful, fluent readers. Our school is a diverse community with 42% PP and 19% SEND therefore, it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At Horn Park Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. 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. As a result, all our children are able to tackle any unfamiliar words as they read.

At Horn Park Primary School, 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.

Comprehension

At Horn Park Primary School, 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. Because we believe teaching every child to read is so important, we have a Phonics Lead who collaborates with the English Lead to drive the early reading programme in our school. These members of staff are highly skilled in teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme. Leaders also collaborate with teachers to support those children with SEND who may need an individual approach to reading.

Implementation

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 activities, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.



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- 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.
 - Where necessary, a second phonics lesson is taught in the afternoon in Year 1 for whole class recap.

Phonics lessons in Year 2

- Where gaps may remain as the children leave Year 1, at Horn Park we continue to teach phonics for 30 minutes a day in Year 2.
- The children recap the Little Wandle Phase 5 sequences of learning in addition to the spelling and grammar requirements of the National Curriculum.

Daily Keep-up lessons ensure every child learns to read

- Keep up support is offered to children who need extra practice. 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. This support is also in place for children in years 3-6 who have gaps in their phonic knowledge.
- We offer phonics lessons for children in Year 2 or 3 who are not fully fluent at reading or who have 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.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions in Reception and Year 1. These:
 - are taught 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 on pages 11–20 of ['Application of phonics to reading'](#)
 - 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: how to apply phonics to decode words and sentences



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- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text
- In Reception these sessions start in the autumn term. 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 Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- Decodable reading practice books are taken home in Reception, Year 1 and Year 2 to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children. This starts in Reception.
 - 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 have additional reading book practise in class.

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 Phonics 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 school to grow our Reading for Pleasure pedagogy.



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- 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 Horn Park Primary School and our local community 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 Reception, 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.
- Each class visits the school library each week and completes 'reading buddies' with another class in the school.
- School trips are arranged to the local library, and book exchanges are arranged with the Reception class.
- 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).

Impact

Assessment

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 half term 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 *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- 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.



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Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Years 2 to 6 are assessed through:
 - their teacher's ongoing formative assessment
 - the *Little Wandle Letters and Sounds* placement assessment
 - the appropriate half-termly assessments.

Phonics Appendix 1

In addition to our implementation of Little Wandle Letters and Sounds, Horn Park Primary School strive to ensure that our whole school reading provision enables all children to become successful, fluent readers. Word reading is embedded within our reading progression as the ability to read well rests upon the development of confidence and fluency. This appendix is aimed at reinforcing a consistent approach to the teaching of phonics across the Early Years Foundation Stage, Key Stage One and on into Key Stage Two for children who still need this further support.

Horn Park expectations of Phonics

- All lessons are taught using Little Wandle planning and resources
- Resources should be stored systematically for easy access
- Phonics lessons are taught to the whole class and interventions completed at separate times in the day
- Phonics is taught daily and prioritised within weekly timetables
- Phonics is recorded in Phonics books daily (at tables in KS1, on the carpet in Reception)
- *Whiteboards can be used instead of books on occasion for children to make adjustments*
- Little Wandle phonics assessments are completed every half term in Reception and Year 1 (where appropriate in Year 2) to inform which children need catch up
- Reception, Year 1 and Year 2 (and where appropriate KS2) must display Little Wandle visuals to support learning. These should be on learning walls and on tables.