

# Hale Primary School



## Phonics and Early Reading

September 2024

Our vision is founded on Matthew 5: 14-16

'Be the Light'

*"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven." (Matthew 5:14-16)*

## **Phonics at Hale**

### **Intent**

At Hale Primary School, we believe that all our children can become fluent readers and writers. We are committed to the delivery of excellence in the teaching of Phonics. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic synthetic phonics programme. We start teaching Little Wandle from 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.

As a result, all our children are able to tackle any unfamiliar words as they read. At Hale 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.

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.

### **Implementation**

Children are taught Phonics in Reception, Year 1 and Year 2 where required. We follow the Little Wandle scheme which is taught as a discrete lesson every day.

The structure of each lesson at Hale and the journey of Phonics across the week enables all aspects of blending and segmenting of phonemes/graphemes to apply into reading and writing. Lessons are planned and tailored to meet the needs of all of our children.

### **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 full-length lessons 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 Phases 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 and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult.
- Daily Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.

### **Children in Year 2 to Year 6: Rapid Catch-up**

- We timetable daily phonics lessons for any child in Year 2 and above who is not at age-related expectations for 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.
- These short, sharp lessons last 15 to 20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.
- We assess children who are new to our school, new to the country or new to English using the Rapid Catch-up assessments to quickly identify their needs.
- We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace.
- We assess children every four weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

### **Teaching reading: Reading practice sessions three times a week**

- We teach 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 on pages 11 to 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: teaching children to use phonic knowledge to read words
  - prosody: teaching children to read with understanding and expression
  - comprehension: using dialogic talk to help children to understand the text.
- In Reception, these sessions start in Week 4 of teaching at the latest. Initially, children will read wordless books. In these sessions, children review GPCS and

are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge.

- Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.
- In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5). To exit the programme, we complete the final fluency assessment to ensure children can read with adequate speed and accuracy: approximately 60 words per minute with 90%+ accuracy.
- Reading in Rapid Catch-up lessons mirrors the core programme. Children following the Rapid Catch-up programme are taught to read using the 7+ fully decodable books. These follow the same progression as the core programme but are more appropriate for older readers.

### **Timetable (for Reception and Year 1)**

- One or more phonics sessions each day
- Daily story time
- Poetry/singing time

### **Assessment**

Formative assessment – teachers are confident to address misconceptions and adjust teaching minute by minute throughout the lesson. This could be achieved by reviewing sounds, repeating a step to support blending or directing attention to a child who has lost focus.

Keep Up sessions take place for children who require more adult support. The groups change on a daily/weekly basis depending on the needs of the children within the class. Once a child has achieved the desired outcome the child will no longer remain in the group.

Summative assessment - When children begin Reception they take part in a baseline assessment and then children are assessed each half term using Little Wandle Assessment website. Any child who is red or amber will be reassessed every 3 weeks and heatmaps are created by class teachers and reviewed by the Phonics Lead. At a glance this allows the teacher to inform future planning and Keep Up groups. This information is also used to ensure children are reading the correct home/school reader. Each teacher keeps track of which book band children are on throughout the year.

### **Classroom Environment**

In each class, there is an age appropriate Phonics display, concentrating on both sounds and key words. Sound and tricky word mats, along with phoneme frames are readily accessible. We have ensured each class use the Little Wandle flash cards and word cards to ensure consistency and fidelity to the scheme.

We believe that reading areas should be a mini library for the children to browse and enjoy high quality texts, which are well-loved books that the children should be able to access easily. We have the Pie Corbett reading spine books, which are shared daily and these are our recommended reads. Each reading area also has a selection of decodable books and non-fiction books. Reading materials and resources should be refreshed regularly and follow children interests where possible eg include magazine, comic strips and puppets/story spoons.

### **Home/school reading books**

We have the 'Big Cat Collins' readers which are fully decodable books beginning with picture books (lilac) through to Phase 7 books (orange). These books directly link in with our Phonics Scheme, Little Wandle. There is a wide selection of fiction and non-fiction books. Children will bring home two books. One is for the child to read to an adult, this book has carefully been chosen so they can read all of the words. The other book has words the child may not be able to read yet, this book is for the adult and child to read and talk about together. Books are changed twice a week and we encourage books to be reread. The books are tracked to ensure children are reading appropriate books for their phonics ability. If an assessment shows that a child does not know certain sounds they the child will benefit from rereading some books they have already read.

### **Our reading scheme**



Big Cat 1A		Big Cat 1B			SB 1+	Trad Tales 1+
1 - Pat it	16 - Tat	1 - Dig it	16 - The Cup	31- Bad Luck Dad	35- Cat Naps	1 – Run, Run
2 - Sit Sit	17 - Sid	2 - Pog Pops In	17 - Pots, Cans, Cups!	32 - Up and Off	36 - Pen Fun	42- Big Carrot
3 - Tip Sip Nap	18 - Tim Tips it	3 - Pod Digs a Pit	18 - Pick a Pet!	33 - Nell and Tess	37 - The Bog Cod	43 - Lots of Nuts
4 - Tip it Tap it	19 - Map Man	4 - Pop it on!	19- Up on Deck	34 - Mel and the Big Mess	38 - The Pins and the Pegs	44 - Get the Rat
5 - It Tips	20 - Tip Tap	5 - Sit Tog!	20 - Duck Socks		39 - Is it?	
6 - Sit Tip Pat	21 - Nat Did it	6 - Nip it! Dig it!	21 - Pick it up!		40 - Mix Mix Mix	
7 - Pit Pat	22 - A Dip	7 - Not a Pot	22 - Hit the Hat!			
8 - Tap Tap	23- Tim Did it	8 - Pack it	23 - Rip it! Tip it!			
9 - Nap Tap	24 - Tap it in	9 - Tick Tock and Mick	24 - Rag Duck			
10 - Pat a Pan	25 - Pip Pip Pip	10 - Kick it in!	25 - Mog and Mim			
11 - Tap Tip Sip	26 - Pin it, Pat it	11 - Go Mat!	26 - Is it a Bat?			
12 - Sit Sip Nap	27 - Tip it in!	12 - Pip and Pop	27 - The Big Nut			
13 - Sip it	28 - Did Dad Nap?	13 - Pop Pop Pop!	28 - Pegs and Socks			
14 - Tap it, Tip it!	29 - Pit Pat Pit Pat	14 - Cat, Kid and Duck	29 - No Tiff!			
15 - Sit in	30 - Tip it	15 - Pam Cat	30 - Mess on the Rocks			

## Reading Book Tracker Phase 2

### Our Expectations

By the end of EYFS children should:

- read and understand simple sentences.
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight the Phase and 3 tricky words
- use phonic knowledge to write words in a way which matches how the sounds are said.
- write some irregular common words.
- Phase 4 books

By the end of Year 1 children should:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable;
- read many frequently-encountered words automatically;
- read phonically decodable three-syllable words;
- read a range of age-appropriate texts fluently;
- demonstrate understanding of age-appropriate texts.
- read decodable words that end –s, –es, -ing, -ed, -er, -est

- Say the correct sound to grapheme for all the 40+ phonemes up to Phase 5
- read common exception words
- Phase 6 books

By the end of Year 2 children should:

- be accessing book and write and lime
- know and use all phonics phase blends to phase 6 with confidence and accuracy
- have the opportunity to revisit and achieve the Year 1 phonics screening check
- read and enjoy a wider genre of texts
- read common exception words

## **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 (AFL)** is used:
  - daily within class to identify children who require Daily Keep-up support, as well as words and GPCs that need additional teaching
  - to plan repeated practice throughout the day to ensure all children secure learning
  - weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessments** are uploaded onto the Assessments tracker for Reception and Year 1. These are used:
  - to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups
  - by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level
  - by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.

We assess:

- every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught
- to establish if learning is secure for more than 70% of children before new content is taught
- to identify any children needing additional support and to plan the Keep-up support that they need

We reassess every three weeks every child who is not on track.

- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
  - in Year 1 and Year 2, when children are reading the Phase 5 Set 3, 4 and 5 books
  - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 Set 3, 4 and 5 books
  - to assess when children are ready to exit their programme\*

\*Year 2 children can exit the Rapid-Catch-up programme when they can read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

- A **placement assessment** is used:
  - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and to plan and provide appropriate extra teaching.

### **Statutory assessment**

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check resits it in Year 2.