



Edward Feild Primary School - PHONICS in a Nutshell



RESEARCH	Little Wandle Letters and Sounds Revised is based on the same research that underpins the original Letters and Sounds, research found in the Reading Framework and research about the neuroscience of reading by experts such as Daniel Willingham (<i>The Reading Mind</i> , Jossey Bass 2017) and Stanislas Dehaene (<i>Reading in the Brain</i> , Penguin Books 2010 and <i>How We Learn</i> , Penguin Books 2021).
VISION	At Edward Feild, we strive to enable all children to develop a love and appreciation of reading, and we believe that a crucial part of this is to become fluent and confident readers to access reading for pleasure. We believe that reading is a life-long skill and one that is essential to access learning throughout children's lives. We know that to enable children to become fluent and confident readers, the teaching of phonics is a key strategy. By using a combination of high quality phonics teaching and regular, daily opportunities for developing reading skills, our children are able to become fluent and successful readers and writers.
PHONICS SCHEME: LITTLE WANDLE	<p>As a school, we follow 'Little Wandle – Letters and Sounds' teaching sequence, which can be seen in our Phonics Progression document. This ensures 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 Edward Feild 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.</p> <p>The phonics lead teacher monitors and supports our reading team, so everyone teaches with fidelity to the <i>Little Wandle Letters and Sounds Revised</i> programme.</p> <p>In order to support assessment of children's progress in early reading, it is necessary for teachers and staff to regularly hear children read in school. Reception and Year 1 children are heard reading at least 3 times a week small groups, using a text that is closely matched to their phonics and early reading needs.</p> <p>Each week, children in Reception and Year 1 are given a book and online text to read at home that is fully decodable for them and closely linked to the sounds they have been learning in phonics that week. Children in Year 2 are given a book or online text to read at home weekly that is set at their colour book band level to ensure they are reading at an instructional level.</p> <ul style="list-style-type: none">• Every EYFS and KS1 Staff member in our school has been trained to teach reading, so we all have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we reduce children's cognitive load.

	<ul style="list-style-type: none"> • We use the weekly content grids to 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.) • We use summative data to identify children who need additional support and the gaps in their learning.
EYFS	<p>Children in Reception are taught daily sessions of Little Wandle, focusing on Phases 2, 3 and 4 This is taught to the whole class (but in smaller groups initially as children settle into school). Ongoing assessment is used to ensure children who need additional support are provided with this in keep up sessions.</p> <p>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.</p> <p>Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.</p> <p>Each session follows the Little Wandle lesson structure and children are provided with many opportunities to decode words and become familiar with high frequency and tricky words. By the end of Reception, our aim is that almost all children will have completed Phase 3 and will be ready to apply this to Phase 4 in Year 1. Children are also given opportunities to apply and consolidate their phonics learning within continuous provision throughout each day.</p>
YEAR 1	<p>We follow the Little Wandle expectations of progress:</p> <p>Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 Grapheme Phoneme Correspondences (GPC’s) with fluency and accuracy.</p> <p>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.</p> <p>Children identified as at risk of falling significantly behind work in small groups for extra keep up sessions targeted to their needs. These sessions are taught by a teaching assistant who has many years of phonics teaching experience.</p>
YEAR 2	<p>Children in Year 2 are taught daily sessions using Spelling Shed. This is taught as a whole class session to enable all children to be exposed to the age related expectations, however ongoing assessment is used to ensure children who need additional support also receive focused and targeted interventions.</p> <p>Each session provides children with many opportunities to decode words and become familiar with common exception words. Regular discussions and references are made to the different ways that we can spell sounds and how we decide on the spelling pattern to use. By the end of Year 2, our aim is that almost all pupils will be competent spellers before the end of the year and that they are given opportunities to regularly revisit the sounds and common exception words learnt throughout the Little Wandle programme.</p>

<p>READING</p>	<p>The national curriculum says that pupils should be taught to: ... read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Evidence suggests that phonics teaching is more effective when children are given immediate opportunities to apply what they have learned to their reading (Hatcher, Hulme, & Ellis, 1994)</p> <p>We teach children to read through reading practice sessions three times a week. These:</p> <ul style="list-style-type: none"> o are taught by a fully trained adult to small groups of approximately six children o use books matched to the children’s secure phonic knowledge using the Little Wandle assessments and book matching grids. o are monitored by the class teacher, who rotates and works with each group on a regular basis. <p>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:</p> <ul style="list-style-type: none"> o decoding o prosody: teaching children to read with understanding and expression o comprehension: teaching children to understand the text. <p>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.</p> <p>In Year 2 we continue to teach reading in this way for any children who still need to practise reading with decodable books.</p>
<p>PHONICS BEYOND KS1</p>	<p>Whilst we aim for all children to have completed Little Wandle and the Year 2 spelling program by the end of Key Stage 1, we acknowledge that this may not be possible for all children. However, we believe that having the ability to read fluently, to comprehend, gain knowledge of self and the world around children is a moral imperative for all children. Where pupils’ knowledge and understanding of phonics is a barrier to reading fluency and future learning, we implement teaching strategies to enable children to become confident and fluent readers as they move into and through Key Stage 2. Communication during handover between KS1 and Lower KS2 teachers is crucial to ensure that children who have not achieved the expected standard are supported. To develop further children’s reading skills in LKS2, we use popular and well-established reading scheme books, which provide the children with reading material that is pitched at exactly the right level. ‘Project X’ is used as the ‘core resource’ to provide an extensive library of books at every stage, to ensure children have a broad and rich reading experience. <i>As we embed our phonics programme, purchase more resources and train our new members of staff we are developing our interventions in KS2. Using data from assessments, we are reviewing how we can support our pupils who are struggling to decode, and therefore access the curriculum.</i></p> <p>Regular reading interventions are taking place for the for children who have not achieved the level of the Phonics screening check in Year 2. These children are taught by an experienced TA who facilitates the class teacher and class TA to support identified children.</p>

<p>ASSESSMENT</p>	<p>Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.</p> <ul style="list-style-type: none"> • Assessment for learning is used: <ul style="list-style-type: none"> o daily within class to identify children needing keep-up support o weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings. • Summative assessment is used: <ul style="list-style-type: none"> o 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. <p><i>As we embed our phonics programme, purchase more resources and train our new members of staff we are developing our processes to ensure assessment is also used:</i></p> <ul style="list-style-type: none"> o by SLT and scrutinised through the Little Wandle assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place. - <i>from Sept 2022</i> <ul style="list-style-type: none"> • The Little Wandle placement assessment is used: <ul style="list-style-type: none"> o with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching. - <i>from Sept 2022</i> <p>All progression scores and information will be tracked and monitored in order to ensure that pace of learning is appropriate and to identify specific gaps in learning, as well as to highlight children who may need additional support and intervention.</p> <ul style="list-style-type: none"> • Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
<p>IMPACT</p>	<p>Children at Edward Feild are able to tackle any unfamiliar words as they read.</p> <p>Children in Year 1 pass the phonics screening check (or have focussed keep up and intervention to give them the best chance of passing the re-sit check in Year 2).</p> <p>In group reading sessions and in the English curriculum, children read books that they read confidently for meaning and regularly enjoy reading for pleasure.</p> <p>Our readers are equipped with the tools to tackle unfamiliar vocabulary.</p> <p>Children at Edward Feild School are encouraged to see themselves as readers for both pleasure and purpose.</p>