

SUBJECT = PHONICS AND READING

INTENT

At Dudley Infant Academy we believe that all our children can become fluent readers and writers. This is why we teach phonics and early reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. It is our intention to start teaching phonics to our pupils as soon as they commence EYFS and this is delivered via the Little Wandle, Letters and Sounds Revised, Programme. Our aim is to ensure that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school and transition to junior school.

Children will be taught to tackle any unfamiliar words as they read, identifying the part that makes it tricky. To further enhance children's understanding of the alphabetic code we will model its application of the shared reading and writing, both inside and outside of the phonics lesson and across the wider curriculum. We aim to 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.

At Dudley Infant Academy we value reading as a crucial life skill. It is at the heart of our curriculum and we want every child to read widely, and to gain a rich knowledge across the curriculum. By offering a wide range of texts within our classrooms and library environment, we aim to broaden their minds and experiences. This will support the development of their cultural capital and allow them to empathise with the world in which they live. By the time children leave us at the end of Year Two, we expect our pupils to be able to read confidently for meaning and regularly enjoy reading for pleasure. We work to inspire them to become passionate life-long readers who enjoy books and have a desire to read for pleasure.

IMPLEMENTATION

We teach early reading through a complete systematic, synthetic phonics programme entitled Little Wandle Letters and Sounds Revised. This is a Department for Education validated scheme and will provide all children a solid base upon which to build as they progress through school with their reading.

From the beginning of their time in our Early Years Foundation Stage (EYFS), children will have a daily phonics lesson. This ensures that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We follow the Little Wandle Letters and Sounds Revised expectations of progress. Four new phonemes and their corresponding graphemes (GPCs) are taught each week and they are then used in the final lesson of the week to review the week's learning. Children will also learn tricky words during these sessions that are included within the programme.

We teach phonics for 30 minutes a day. In EYFS, we build from 10 minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each week we review the week's teaching to help children become fluent readers.

- In the Autumn and Spring term, Reception children learn phase 2 and phase 3 Grapheme Phoneme Correspondence (GPCs) and then will spend the final term learning phase 4.
- 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.
- Year 2 children will begin the year by revisiting phase 4 and 5 to ensure all children are completely confident with applying these GPCs in both their reading and also their writing.

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 who is not fully fluent at reading and had not passed the Phonics Screening Check. The children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessment to identify the gaps in their phonic knowledge and teach to these during the Rapid Catch-up sessions, at pace.

We teach children to read through reading practice sessions, twice a week. These are taught by a fully trained adult to small groups of approximately six children.

IMPLEMENTATION CONTINUED:

Books selected are matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids. Each group is monitored by the class teacher who listens to each group at least once a week.

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 EYFS these sessions start in Week 4. Children who are not yet decoding have regular additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. In Year2, we continue to teach reading in this way for any child who still needs reading practice with decodable books before moving on to book banded books

Children have access to a wide range of books to take home that are matched to their reading and phonics ability. Adults support children with selecting their books where needed. We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about the benefits of sharing books, how children learn to blend and other aspects of our provision, online, at parent open afternoons and through parent consultation evenings

Adults in our school have 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. Lesson templates, prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson. The Reading Lead and leadership Team regularly monitor and observe teaching.

We value reading for pleasure highly and work hard as a school 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 Dudley Infant Academy 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 EYFS children have access to the reading corner every day in their free flow time and the books are continually refreshed. All children 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.

Each class visits the local library at different points throughout the year. The school library is available for classes to use throughout the school week. 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

As a result of high quality phonics and reading teaching at Dudley Infant Academy:

- The percentage of children achieving GLD at the end of EYFS will be broadly inline with National outcomes.
- The percentage of children passing the Phonics Screening Check in Year 1 will be above National outcomes.
- The percentage of children working at age related expectations or greater at the end of Key Stage One will be above National outcomes.
- All children read books that are well matched to their phonics ability with accuracy.
- All children have made progress from their starting points.
- All children have developed a love and passion for reading both within the classroom and beyond.
- By the end of Key Stage One children read with fluency, including the use of expression
- Children read for meaning, allowing them to retell events, make justified predictions and provide evidence-based inferences
- Children have an appreciation of a wide variety of authors and genres.
- High quality vocabulary, including story language, is used by the children in both their oral responses and written work