



## Statement of Intent for Phonics and Early Reading

# *Learning Growing Believing Together*

*“Encourage one another and build each other up”*  
Thessalonians 5:11

### **Intent**

*Why do we teach this? Why do we teach it in the way we do?*

### **Curriculum Intent**

#### **Phonics (reading and spelling)**

At Trinity Church 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 with Phase 1 Letters and Sounds for our youngest cohort and follow the *Little Wandle Letters and Sounds Revised progression* for the older cohort which continues from reception on. This 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 Trinity, 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 Trinity 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 Leader who drives the early reading programme in our school. 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 *Little Wandle Letters and Sounds Revised* programme.

### **Implementation/Breadth of Study**

#### **Foundations for phonics in Nursery**

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.
- Carefully designed text-led learning journeys, with a clear sequence of lessons from planning, drafting, editing and publishing.
- Use of the Write Stuff FANTASTICS, BOOMSTASTICS and GRAMMARISTICS and sentence stacking in appropriate lessons.
- Differentiated tasks designed to support and challenge learners.
- Opportunities to apply taught skills to other areas of the curriculum.
- Interventions will take place as required.

### 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 the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- 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 on Phonics Tracker 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.
- Children in Y2-Y6 are assessed to see if they would benefit from Rapid Catch-up daily streamed sessions.
- Rapid catch-up sessions are timetabled from T3 daily for half an hour for the children that have not passed the Phonic Assessment in Year 1 or again in Year 2. We have implemented this further by assessing all children identified as being in the lowest 20% and they have daily intervention using the same scheme.

### 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 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
- 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 practise 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.
- Additional phonically decodable books are sent home when required.
- 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.
- We hold phonic workshops with families and work in partnership with them.

## 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.
- Our Pupil Premium readers read at least 3 times a week to an adult.

## 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 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 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 Trinity and our local community as well as books that open windows into other worlds and cultures.
- Every EYFS and KS1 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 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.
- 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

*What will this look like?*

## 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 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 Phonics Tracker programme, 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 to plan and provide appropriate extra teaching.
- Assessments are recorded and tracked on Phonics Tracker
- Every four weeks for children following the Rapid catch up programme

**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 Year 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 on Phonics Tracker

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