

# Phonics

At Crofton Junior School, we passionately believe that reading is the gateway skill that makes all other learning possible., thus we are committed to enabling our children to become lifelong readers.



## Intent: We aim to...

Immediately identify if a child has any reading difficulties to ensure the appropriate catch-up and support is put into place.

Deliver daily phonics through a high-quality phonics programme in order to equip pupils with the skills they need to decode and become fluent readers.

Provide children with books that are closely matched to their phonic abilities so they can be successful when practising their independent reading.

Support children in catching up quickly using half termly assessments and keep up interventions.



## Implementation: How do we achieve our goals?

At Crofton Junior School, we firmly believe that reading is the key to academic success and this is supported by research from the EEF (Education Endowment Foundation). Phonics is recognised as an important component in the development of early reading skills. Even though most of our pupils arrive in Year 3 with secure phonic knowledge, there are still some pupils who require further support in this area in order for them to catch-up and thus keep-up with their peers. As a result of this, our reading curriculum provides high-quality phonics teaching for those who still require support in this area.

### A systematic approach

At Crofton Junior School, we have chosen to use a DfE validated synthetic phonics programme: **Little Wandle Letters and Sounds Revised**. This programme ensures pupils develop strong phonic awareness and effective blending and decoding skills.



### Access to appropriate books

Integrated in the programme are high-quality reading books published by **Harper Collins** that match to the phase (and then specific phonemes and graphemes) that the pupil is learning. Children will read these books three times in school before they take them home. Children will receive a new book each week.



### Rigorous assessment

Embedded into the **Little Wandle** programme are 6-weekly assessments which allow teachers to monitor progress and identify gaps in learning so that extra support can be provided. The reading co-ordinator monitors progress to ensure teaching meets the needs of all pupils.

### Regular Reading

Any child working on Little Wandle Letters and Sounds Revised will work on three key areas: decoding, prosody and comprehension.



## Implementation: How do we achieve our goals?

### Continued

#### Progression through the programme

| Phase 1                                  | Phase 2                            | Phase 3  | Phase 4  | Phase 5   |
|--|------------------------------------|--|--|---|
| Developing speaking and listening skills | Simple letter-sound correspondence | Introduction of consonant digraphs and long vowel sounds | Consolidation and reading and spelling words with adjacent consonants. | Learn final graphemes and alternative pronunciations and spelling of known graphemes. |

#### Support to catch-up

As we are a Junior School and the Little Wandle phonics programme is used to help

those who need to catch up, the **Little Wandle Rapid Catch-up Assessment** or the **Little Wandle SEND Assessment** is used in the first instance to identify gaps and thus an appropriate starting point within the programme. This may be for pupils who:

- did not pass the Y1 phonics screening check (and subsequently the re-check in Year 2)
- may need further support with reading (particularly decoding)
- are new to the country and have no previous experience of English
- have SEND and need additional support with their reading

These interventions may look different for different pupils depending on their needs and abilities however all pupils will work on securing their ability to decode, segment and blend through high-quality phonics and reading practice sessions.

#### Rigorous practice

- Our phonics or reading practice sessions are taught daily and at a regular time.
- All lessons follow a consistent structure.
- The same visual representation and mnemonics used.
- All teachers and teaching assistants have access to high-quality planning, resources and CPD.
- Children who follow the Little Wandle scheme have access to phonetically decodable books and e-books to read in school and at home.
- Assessment used effectively to inform afternoon keep-up sessions.



## Impact: How will we know we have achieved our aims?

Pupils can decode, segment and blend confidently and can move from learning to read to reading to learn.

Children feel successful in reading and are more willing to read because books are matched to their needs.

High-quality interventions are used to ensure the bottom 20% catch-up and subsequently keep-up with their peers.