

Current approach to Early Reading at Primrose Hill

Phonics is taught daily in EYFS and KS1 using **Letters and Sounds** (currently - please see below for changes to this) supported by a range of practical and online resources. Pupils are taught to recognise, blend and segment sounds for Reading and Spelling. Reading is taught daily in every year group and is supported by regular Reading at home. We have seen a great deal of success in respect of this over the years.

Our Reading sessions ensure pupils are immersed in a wide range of fiction, non-fiction and poetry. They read independently for pleasure and in teacher directed guided Reading small groups to develop fluency and comprehension skills. Books are carefully graded to ensure a clear progression of skills and appropriate challenge. Class texts are linked to cross curricular topics to ensure Reading is embedded across the curriculum. Our library has a range of non-fiction books to promote Reading and Research in all subjects.

Revised Approach to Early Reading from January 2022

At Primrose Hill we believe that, moving forward to make further progress, in order for all our children to become increasingly fluent readers and writers, phonics must be taught through a more systematic and structured phonics programme.

We will be using the **Little Wandle Letters and Sounds Revised** to plan and provide daily engaging phonics lessons. In phonics, we teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing. Our phonics teaching starts in Nursery and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. As a result, all our children will be able to tackle any unfamiliar words that they might discover. At Primrose Hill, we also model these strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum - choosing core texts to help with this. We have a strong focus on the development of language skills for our children because we know that oracy is crucial for reading and writing in all subjects. If children cannot speak it, they will be unable to read and write it.

How we will teach phonics

- In the nursery, children will follow the Little Wandle Letters and Sounds Revised 'Foundations for Phonics' guidance. The focus here will be on daily oral blending and language development through high quality stories and rhymes.

In Reception and Y1, children will follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics will be taught daily with a review session on a Friday.

Phonics will start in Reception in week 2 to ensure the children make a strong start.

By the end of Reception, children will have been taught up to the end of phase 4.

By the end of Year 1, children will have been taught up to the end of phase 5.

Reception lessons will start at 10 minutes, with daily additional oral blending – increasing to 30 minutes as soon as possible.

Y1 lessons will be 30 minutes long.

In Y2, phonic lessons will be taught daily to children where appropriate – following the model of Little Wandle but plugging specific gaps identified through assessment. (This will also occur in Y3 as needed)

In Y2-Y6, there will be phonic ‘catch-up’ sessions following a set model to address specific reading/writing gaps. These will be short, sharp sessions lasting 10 minutes in length and taking place at least three times a week.

Reading practice sessions

Children across Reception, Year 1 and 2 (and beyond if appropriate) will apply their phonics knowledge by using full matched decodable readers in small group reading practice sessions.

These sessions will be 15 minutes long and happen three times a week. There are approximately 6 children in a group.

The sessions will follow the model set out in Little Wandle Letters and Sounds Revised.

The children will then take the same book home the following week to ensure success is shared with the family.

In Reception these sessions will start in week 4. Children who are not decoding, will do a little blending lesson, following the model set out in Little Wandle Letters and Sound Revised.

How do we assess phonic knowledge?

In Reception and Year 1, at the end of each week there will be a review session which recaps the learning. There will also be whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher’s ongoing formative assessment).

Children identified in Reception and Y1 as in danger of falling behind will be immediately identified and daily ‘keep up’ sessions put in place – sessions will follow the Little Wandle Letters and Sounds Revised programme.

In Reception and year 1, the children will be assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessment tracker.

The children in Y1 will continue to sit the Phonics Screening Check in the summer term.

Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2.

Children who are in Y2-Y6 and need 'catch up' sessions will be assessed through teacher's ongoing formative assessment as well as half termly summative assessments.

To achieve this, we have an implementation plan across the 21-22 academic year (and beyond) to ensure the transition is complete between current and future practice. The key objectives are identified below:

Identify key issues raised from the reading audits undertaken

Ensure all EY and KS1 staff are fully trained in Little Wandle and its expectations

Purchase resources to ensure delivery is able to occur with full effect

Plan changes to staffing and flow/routines of day to accommodate the new programme

Implement Little Wandle in full in EY and KS1 from January 2022

Enable whole school understanding of Little Wandle principles to allow facilitation for children in higher year groups more effectively and systematically

Full access to Little Wandle style/range of activity delivery across school for those children that require it.