

## Phonics and Early Reading



At Sunning Hill we deliver a systematic synthetic phonics programme: Little Wandle Letters and Sounds. The aim is to teach children how to read and write using a very structured approach that is supported by fully decodable reading books.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

### Intent

The Little Wandle programme has a very strong emphasis on speaking, listening and using repetition to embed learning into the long term memory. From Reception, learning is supported by three reading practise sessions that allow pupils to apply their new learning and become highly competent readers.

From Reception, phonics learning follows a clear structure:

- Revisit and review: to reinforce all grapheme-phoneme correspondence (GPCs) and tricky words taught;
- Teach and practise: which introduces new GPCs and any new tricky words; and
- Practise and apply: which gives children the opportunity to use what they have learned in oral and written sentences.

### Implementation

At Sunning Hill, we aim to deliver phonics to allow pupils to learn and recognise grapheme-phoneme correspondence (GPCs) which will then help them to decode and read words with understanding and confidence.

- Children in Nursery 3s begin their Little Wandle journey with 'foundations for phonics' which involves developing phonemic awareness, playing 'sound' games and learning to blend orally.
- 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.

Any child who needs additional practice has 'keep-up support' which is 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.

### Early Reading

In Reception and Year 1, children are taught to read through reading practice sessions three times a week. These are delivered by a fully trained adult to small groups of approximately six children. All books are fully decodable and are matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments. From Year 2, pupils begin to choose a book from the book banded schemes.

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: teaching children to apply their GPC knowledge to read words fluently ;
- Prosody: teaching children to read with understanding and expression; and
- Comprehension: teaching children to understand the text by answering questions.

### **Home reading**

Pupils take their decodable reading book home every day for additional practise with their family. Children have an age appropriate home reading record to ensure there is good communication between home and school.

### **Reading for pleasure**

Reading for pleasure and enjoying books is promoted throughout school with books being carefully chosen to engage learners and support wider curriculum learning. We also ensure there is a wide range of books that explore diversity and cultures. Every classroom has an inviting book area that encourages a love for reading. There is also a school library available in the KS2 area for children to use when they want to change their book. Children across the school have regular opportunities to engage with a wide range of reading for pleasure events (book fairs, author visits and workshops and national events).

### **Impact**

The acquisition of phonic knowledge and early reading is vital to many learning activities. Through the clear and aspirational intent, structured and rigorous implementation of the phonics curriculum, we aim for all pupils to have a secure understanding of GPCs and be able to apply this phonic knowledge across the curriculum to support their learning.

Rigorous teaching and learning of phonics throughout EYFS and Year 1 ensures that all pupils will achieve a good phonic standard by the end of Year 1.