

Phonics

Intent, Implementation and Impact

Intent

At Edward Wilson Primary School, it is our intention that every child gains the phonics knowledge and language comprehension necessary to read, and the skills to communicate, providing them with a firm foundation for lifelong learning. We follow Little Wandle Letters and Sounds systematic, synthetic phonics programme to ensure that pupils learn to read in an efficient manner, enabling all pupils to access the full curriculum. At all stages, reading attainment and progress is assessed and monitored. Gaps are addressed quickly and effectively for all pupils. Our teaching staff endeavour to support each and every child in developing their language and vocabulary, and to foster a love of reading.

Implementation

At Edward Wilson Primary School we follow the five phases of Little Wandle Letters and Sounds. Little Wandle Foundations for Phonics is taught in Nursery. Phases 2, 3 and 4 are taught in Reception, beginning in the second week of the Autumn term. Phases 3 and 4 are reviewed at the very beginning of Year 1, followed by the teaching of Phase 5. In Year 2, Phase 5 is reviewed in the Autumn term, with a greater focus on spelling. Children in Year 2 who have not yet reached the pass mark in the Phonics Screening Check or fluency in Phase 5 continue to be taught daily Phonics. Phonics interventions are implemented in all year groups throughout the school where necessary.

Daily Phonics lessons follow the Little Wandle Letters and Sounds lesson plan based on Revisit and Review, Teach and Practise, Practise and Apply. When teaching and reviewing phonemes and graphemes, mnemonics and rhymes are used to support efficient recognition and recall. All teachers and support staff delivering phonics lessons and interventions have received specific Phonics training from the Wandle Hub and Little Wandle.

Little Wandle Big Cat Collins decodable reading books matched to children's phonetic reading ability are used during Reading practice lessons and for home reading to enable success. In Reception, Year 1 and Year 2, Reading lessons are taught in small groups by trained adults three times a week: Lesson 1- Decoding, Lesson 2- Prosody and Lesson 3- Comprehension. These Little Wandle Big Cat Collins decodable reading books are also sent home with the expectation that children read to an adult every evening. In Year 2, once children have reached fluency in Phase 5, they take home a band book matched to their reading ability.

The home-school partnership is developed by providing parents with Phonics packs to support learning to read at home as well as Phonics and Early Reading workshops in the Autumn term. This information is

supplemented by videos on the school website. There is also engagement with parents before the Phonics Screening Check, with a Phonics Screening Workshop in May and practice resources sent home.

Impact

Impact in the Early Years Foundation Stage can be measured by the percentage of children achieving the Reading Early Learning Goal (ELG), which is essential in achieving a Good Level of Development (GLD). Impact in Year 1 can be measured by the percentage of children achieving the pass mark in the Year 1 Phonics Screening Check. Impact in Year 2 can be measured by the percentage of children reaching the expected standard in Reading in the KS1 National Curriculum tests.

At Edward Wilson Primary School we use termly Little Wandle assessments to assess and plan actions. Those children who have not yet achieved the pass mark in their Phonics Screening Check at the end of Year 1 are given additional support in the following year through daily Phonics interventions. They will retake the Phonics Screening Check in the June of Year 2. Additionally, children in KS2 who have not yet achieved the pass mark in a Phonics Screening Check or fluency at Phase 5, take part in Phonics interventions. These children are assessed using Little Wandle Rapid Catch-up assessments.