



Phonics

Intent

At Kildwick CE Primary School, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One. We believe this is achievable through a combination of high quality, discrete systematic phonics teaching combined with a language rich curriculum that promotes a reading for pleasure culture.

We teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. 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.

Implementation

Children are taught to read letters or groups of letters by saying the sounds (phonemes) that they represent. Children then start to read words by saying the phonemes together to make a word. They also learn how to spell words using their phonic knowledge. The children are introduced to synthetic phonics in Reception and children progress through the phases during Reception and Year One. The children are taught in year groups for their daily phonics lessons.

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.

Our reading sessions in EYFS and Key Stage One are closely linked to our phonics programme. We teach children to read through reading practice sessions three times a week. These sessions are:

- taught by a fully trained adult to small groups.
- using books matched to the children's secure phonic knowledge from The Big Cat Collins series of books.

- monitored by the class teacher to ensure close assessment and progression of each child.

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.

The decodable reading book that has been worked on that week is sent home for further practice.

Children who need further support to keep up with the phonics programme receive additional Little Wandle sessions. Children in Key Stage Two who need additional phonics lessons receive targeted intervention to help equip them with skills for reading and writing. We strive to ensure that children "keep up" rather than "catch up" and we offer early intervention when a pupil is making slower progress than expected.

Impact

We ensure that children are prepared to take the Phonics Screening Check in Year One. Any child not passing the check re-sits it in Year Two and receives support in doing so.

By the time children leave Kildwick CE Primary School, they are competent and fluent readers who can recommend books to their peers, have a passion for reading a range of genres including poetry, and participate in discussions about books. This outcome starts with the solid foundation of the child having secure phonics knowledge, which we provide through our teaching of phonics.