

## Intent

We believe that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme. Therefore, we have just implemented 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 are able to tackle any unfamiliar words that they might discover. We also model these strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

## Fritchley CofE (Aided) Primary and Nursery School



## Phonics Little Wandle



## Phonics

The progression has been organised so that children are taught from the simple to more complex Grapheme Phoneme Correspondences (GPCs), as well as considering the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

## Impact

In reception and year 1, at the end of each week there is a review session which recaps the learning.

There are also 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 year 1 as in danger of falling behind are provided with 'keep up' sessions which follow the Little Wandle Letters and Sounds Revised programme.

In reception and year 1, the children are assessed at the end of every half term.

The children in year 1 sit the Phonics Screening Check in the summer term.

Children who do not pass the Phonics Screening Check in year 1, will re-sit this in year 2.

Children who are in year 2 - year 3 and have not achieved the expected level in phonics, receive phonics sessions and are assessed through teacher's ongoing formative assessment as well as half termly summative assessments.

Teachers in Keystage 2 continue to reinforce phonics and use Little Wandle sound maps to support some learners.

## SEND Personalised Provision

Pupils with a high level of special needs receive individual provision, set out in a personalised provision map. Their needs have been thoroughly discussed and agreed with the SENDCo.

## Intervention

Children identified in reception and year 1 as in danger of falling behind are provided with 'keep up' sessions which follow the Little Wandle Letters and Sounds Revised programme.

Children identified for intervention through assessments.

Weekly interventions to target specific needs, e.g. issues with blending/recognition of GPCs.

Additional sessions of reading of decodable books.

Children in Keystage 2 to continue phonics lessons if they are not secure with all GPCs and blending and additional provision to be put in place.

## Homework

Children take home a decodable book.

In Reception, children also take home a 'Sound & Word Box' containing all sounds taught that week.

Reception, Year 1, Year 2 – spellings sent home each work.

## Assessment

Baseline assessments in reception and year 1 in September.

Half-termly Little Wandle assessments to match children with correct decodable book.

Teacher assessment also used to change book level.

Practice phonics screening checks from March in year 1.

## Supporting Parents

Little Wandle has a parent page to find information, resources, and videos of how to pronounce sounds correctly - There is 'Support for Phonics', 'How we teach Phonics' and 'Books coming home'. [Click Here](#)