

Pilton Infants' School

Phonics and Reading Curriculum Statement



Intent

At Pilton Infants' School, we believe that all our children can become fluent readers and writers. We teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme.



We start teaching phonics at the start of Reception and follow the Little Wandle Progression (see separate document for this overview). This ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, children will be able to tackle unfamiliar words with confidence. At Pilton Infants' we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader and a phonics team who drive the early reading programme in our school. They monitor and support colleagues so that everyone teaches consistently, with fidelity to the *Little Wandle Letters and Sounds Revised* programme and progress is monitored carefully.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for 20 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: we teach phonics from the very first day of school.
- 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.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, 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.
- We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources - at pace.

Teaching reading: Reading practice sessions three times a week

- Children are taught to read:
 - In small groups of approximately six children by a fully trained adult.
 - using books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments.
 - using monitoring by the class teacher, who rotates and works with each group on a regular basis.
- 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 fluency and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Children who have moved off decodable books.

- For children who passed the Year 1 phonics screening check and who are fluent readers, we move them onto bridging texts. These give teachers a clear progression and we use them to develop comprehension skills.
- We have a carefully planned reading curriculum in Year 2 which provides children with the learning they need to become confident in reading a variety of text types with stamina, and answering written comprehension questions

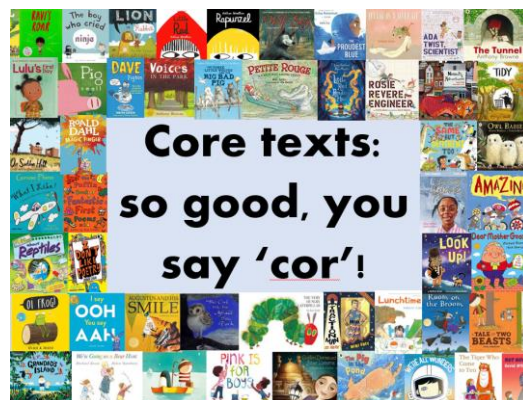
Home reading

- From our very first meeting with prospective Reception parents/carers, we emphasise the importance of reading to their children. In the first half of the Autumn term, each year group runs parent workshops. This is to update them on how they can access books, what each set of books is for and how to access the e-books. We then invite the children to come and share a book with their trusted adult.

- At home, each child in Reception and Year 1 has an e-book of the text which is matched exactly to their phonic ability. Children with no internet access or devices have access to hard copies of these texts. These are for children to read to a grown-up to ensure success is shared with the family. Children in Year 2 who still need to continue phonics will also access an e-book. Those who aren't continuing phonics will bring home a colour banded book to read.
- In addition to this, we also:
 - Send 'sharing books' home for children to share with their families. When we adopted the *Little Wandle Letters and Sounds Revised* scheme, we have hundreds of high-quality texts which we didn't want to throw away. These now form a selection of books which the children can share with their grown-ups. Parents and carers are made clear that these are not matched to the children's phonic ability and they are therefore not expected to read the books independently.
 - Encourage children to select 'take home' books which include a range of genres, picture books and chapter books for children to enjoy as bedtime stories.
 - Use the *Little Wandle Letters and Sounds Revised* parents' resources and our own in-house resources to engage our families with their children's reading. We share information about phonics, the benefits of sharing books and bedtime stories, how children learn to blend and other aspects of our provision, both through our school website, in paper copies and through workshops.
 - Celebrated regular reading at home. Children keep a record of the number of times they read at home. They are celebrated when they reach milestones such as 50 books (certificate), 100, 200, 300 (a badge and certificate).

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.



Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day using a wide range of books including our Core Texts (so good, they make you go 'cor!'). We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at our school and in our local community as well as books that open windows into other worlds and cultures. We enjoy sharing a range of fiction, non-fiction and poetry.
- Members of staff model a love of reading to the children.
- Every classroom has a book corner that encourages a love for reading. We teach children how to access this and select books.
- Each class has a Reading for Pleasure book. Children take it in turns to take it home and complete a review of a book they've read. They then bring this back to school and share with their classmates. We use this to encourage children to make recommendations of books they've enjoyed and promote discussions around books.
- Children have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments about books that they have read.
- As well as celebrating World Book Day, we organise events with authors (in person and online) throughout the children's time at Pilton Infants'. For example, in 2021-22 children took part in online workshops with Nick Sharratt, Rob Biddulph and Liz Pichon. In 2022-23 we took Year 2 to see Chloë Inkpen as part of the Appledore Book Festival School's Programme.
- Each year, we take all year 2 children to sign-up as members of Barnstaple Library.
- With the support of our PTFA, we to provide book packs for our disadvantaged children each year, so that they have their own selection of books at home to enjoy.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by teachers and SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and identify children who need additional support.
- The *Little Wandle Letters and Sounds Revised* placement assessment is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

N Ruddick - English lead

Updated September 2023