

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're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



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.

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.

We have Reading and Phonics leads who drive the early reading programme in our school.

Implementation



<https://www.littlewandlelettersandsounds.org.uk/>

Daily phonics lessons in Reception and Year 1

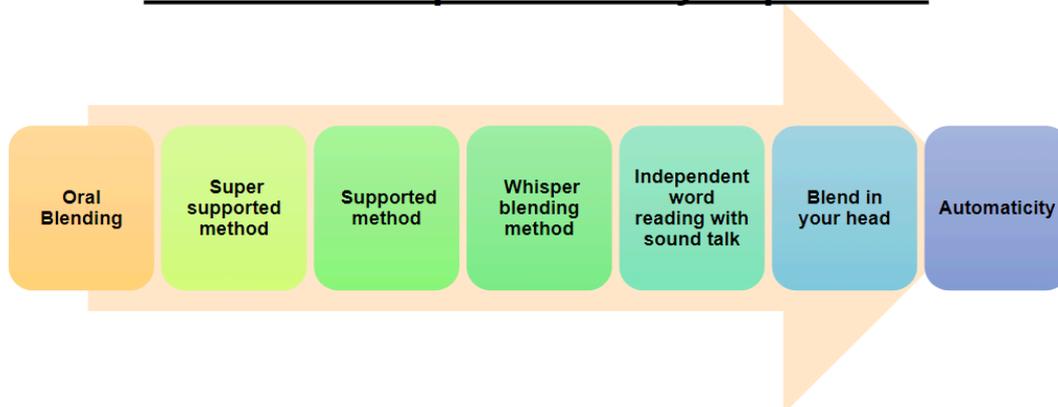
- We teach phonics every day. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: we teach phonics from the very first day of school.

- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress so that:
 - By the end of Reception, children learn to read words using Phase 2 and 3 GPCs, words with adjacent consonants (Phase 4) and tricky words.
 - By the end of Year 1, children learn to read using Phase 5 GPCs with fluency and accuracy, and tricky words.

Keep-up lessons ensure every child learns to read

- Any child across the school who needs additional practice (including Year 2s who didn't pass the Phonics Screening Check) has regular 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 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.
- Children with significant gaps in Year 1 may be put on the SEND Programme for phonics, revisiting Phase 2, one grapheme per day, with a focus on oral blending. We use the seven steps to blending to assess this:

The seven steps to fluency in phonics



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.
- 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 children start their three reads a week one-to-one with an adult and move into group sessions by the end of the Autumn term.

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.
- Our Year 2 children continue to read bridging texts grouped by colour which provide them 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, we run parent workshops to update them on how they can support their children at home.
- At home, each child in Reception and Year 1 has an e-book of the text they have read at school during the week. These are for children to read to a grown-up to ensure success is shared with the family.
- Those who have passed the Phonics Screening Check confidently, take home a text at the level below the one they read in school. This is because parents aren't expected to teach new skills and so they can have a successful read, focusing on fluency and comprehension.
- 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 had 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. These are not explicitly 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.
 - Share the *Little Wandle Letters and Sounds Revised* parents' resources on our school website.
 - Celebrate 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).

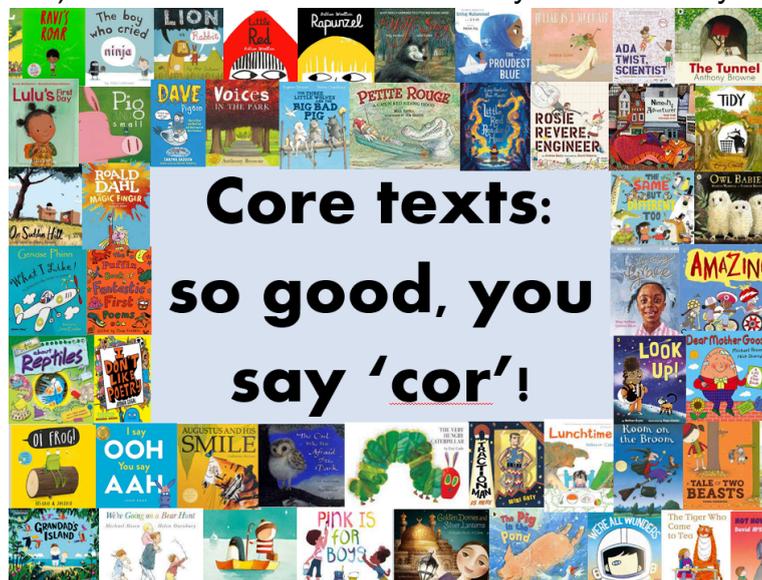
Ensuring reading for pleasure

'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. Our literary canon is planned carefully as we want children to experience a wide range of texts, including books that reflect the children at our school, in our local community and which offer glimpses of other worlds and cultures. We enjoy sharing a range of fiction, non-fiction and poetry. These chosen texts are known as Core Texts (so good, they make you go 'cor!'). We have a Core Text assembly in class every week.



- Members of staff model a love of reading to the children. We share this through conversations and a display in our main corridor.
- 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.
- 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, each September, we take Year 2 to Barnstaple Library for a workshop with an author as part of the Appledore Book Festival School's Programme. In recent years, the children have had workshops from Liz Pichon, Rob Biddulph, Nick Sharratt and Chloe Inkpen.

- Each year, we take all year 2 children to sign-up as members of Barnstaple Library.
- With the support of our PTFA each year, we to provide book packs as Christmas presents for our disadvantaged children, 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 repeated practice
 - 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. In addition, children on Keep Up have three-weekly assessments.
 - by teachers and SLT in half-termly staff meetings to plan the content of the re-teach weeks.
- The *Little Wandle Letters and Sounds Revised* placement assessment is used:
 - with any child new to the school to place them appropriately.

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

T Powley – Phonics lead

Updated September 2024