

## Practice Guidance for Phonics and Reading

At Cavendish Close Infant and Nursery School we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme.

### Why is Reading important to the children in our school?

At Cavendish Close Infant and Nursery School we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/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.

As a result, all our children are able to tackle any unfamiliar words as they read. 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. 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.

### What is Reading?

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. Our readers are equipped with the tools to tackle unfamiliar vocabulary. 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 who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

There are two components of reading;

*Word reading* which is a cognitive process that involves decoding symbols to arrive at meaning. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why **phonics** should be emphasised in the early teaching of reading.

*Comprehension* (both listening and reading) is an active process of constructing meanings of words. During this processing of information the reader uses strategies to understand what they are reading, uses themes to organise ideas and uses textual clues to find the meanings of new words. It allows the reader to use what he or she may already know, also called prior knowledge.

Reading in the early years involves children choosing books, talking about the pictures, retelling stories, making predictions and answering questions.

The National Curriculum aims to ensure all children;

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading

## What is Phonics?

Phonics is a way of teaching children to read skilfully.

Children are taught how to:

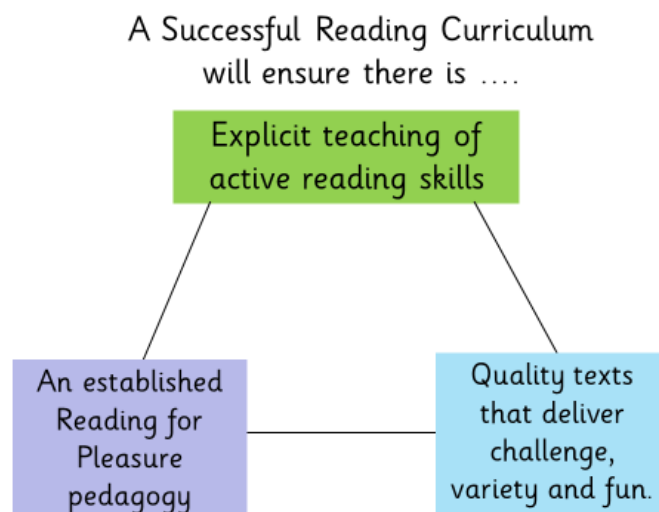
- learn the names of the 26 graphemes (letters) in the alphabet
- recognise the 44 phonemes in English - the sounds that graphemes and different combinations of graphemes make – such as 'sh' or 'oo'
- blend phonemes together from left to right to read a word
- to learn grapheme and phoneme correspondence
- to learn common spelling patterns

Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

Phonics is an essential part of reading and supports children to become confident and fluent readers. For children to make good progress in Phonics they must be able to;

- listen attentively
- have a wide vocabulary
- speak confidently in sentences/stretchers of language
- discriminate and describe sounds: spoken and environmental
- hear phonemes
- blend separate phonemes heard in a word (audibly)
- segment or 'sound talk' the phonemes in words

## Our approach to planning Reading:



Phonics is taught explicitly across the whole school every day during 30 minute 'Word Wise' sessions which takes place during the morning immediately prior to writing sessions. These sessions have a focus on learning grapheme/phoneme correspondences (GPCs), blending and segmenting and recognising high frequency words, tricky words and common exception words.

### Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
  - sharing high-quality stories and poems
  - learning a range of nursery rhymes and action rhymes
  - activities that develop focused listening and attention, including oral blending
  - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

### Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 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: teaching begins in Week 2 of the Autumn term.
- 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### Daily phonics lessons in Year 2

We teach phonics for 30 minutes a day. The main aim for children is to develop their fluency as a reader and increase their accuracy when spelling. They will have already learnt the most often used grapheme-phoneme correspondences (GPCs) in the English language. Children will be able to sight-read a large number of words. When coming across an unfamiliar word, they have a range of strategies to decode them including their sounding and blending skills.

In terms of reading, children will continue to develop three main skills throughout Phase 6:

- reading the words automatically if they are very familiar
- decoding them quickly and silently because their sounding and blending routine is now well established
- decoding them aloud.

The aim is for children to also become confident spellers. During this phase, children will start to spell more complex words. They will continue to work on spellings and skills which are more difficult, for example:

- using suffixes to indicate tenses
- the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y
- plural spelling
- using prefixes to change words

### Teaching reading: Reading practice sessions two times a week

We teach children to read through reading practice sessions two times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
- are monitored 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 understanding 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 Years 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### **Shared Reading and Modelled Reading**

This approach can be used as a whole class session or a group session

- These daily sessions form part of English lessons **or** story time with a focus on teacher modelled reading and explicit teaching of key reading skills using VIPERS. *Appendix 2 - (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence)*.
- Teachers use texts with print that is large enough for the whole class to read, allowing children to join in with reading and/or follow and discuss as appropriate.
- Our book driven topic curriculum includes a range of high quality texts which are shared in these sessions. Year group core texts are read to children on a regular basis.

### **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. 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 as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting Reading Retreat that encourages a love for reading. *Appendix 3 - Expectations for reading areas – Essential and Desirable Criteria*
- In Nursery and Reception, children have access to The Wonderland Snug and in KS1 children access The Enchanted Woodland Retreat, where there are a variety of books children can share and enjoy.
- We have a large selection of big books from different genres which are centrally stored and link to topics. Story sacks consisting of books, puppets and other resources are also stored centrally and can be used by all classes. *Appendix 4 – Big Book and Storysack Catalogue*
- Each classroom has a variety of library books, core texts and topic books. All classrooms have a display of 10 core quality texts relating to each year group to enhance Reading for Pleasure. *Appendix 5. Core Book Quality Texts and Character Development books List.*
- Children from Nursery to Year 2 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.
- Daily DEAR Time (Drop Everything And Read) happens in all classes to ensure children have opportunity to read for pleasure every day.
- A weekly certificate is awarded in each class for reading.

### Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for pleasure books also go home for parents/carers to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, posters and our website.
- We use the [Little Wandle Letters and Sounds Revised parents' resources](#) (Click on link to access the resources) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### Reading Rainbow Reward Scheme

- In order to encourage our children to regularly read at home we have a rainbow reading reward scheme in school which rewards those children who read frequently with an adult at home.
- It is administered as part of our individual reading system in which every child in school takes part starting in Nursery.

### Long term planning

Reading using quality texts drives learning through topic and cross-curricular activities following EYFS Framework and National Curriculum guidelines. Planning follows progression in phonological awareness identified below.

Planning ensures children's phonic and reading skills are cumulative.

It is expected that;

By the end of FS1 children are secure in Letters and Sounds Phase 1 and are able to aurally blend and segment CVC words

By the end of FS2 children are secure in Letters and Sounds Phase 3 and working within phase 4. They understand that the letter(s) on the page represent the sounds in spoken words and blend them to read.

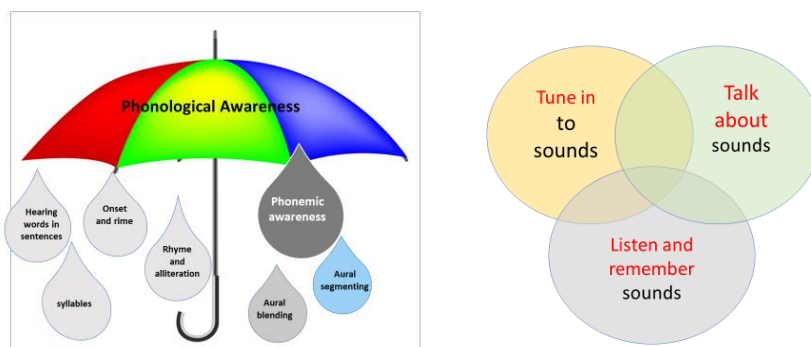
By the end of Year 1 children are secure in Letters and Sounds Phase 5. They continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate previously learnt GPCs. They can sound and blend unfamiliar printed words quickly and accurately, including common words containing unusual GPCs.

By the end of Year 2 children are secure in Letters and Sounds Phase 6 and can read unfamiliar words containing common graphemes, accurately and without undue hesitation, by sounding them out in books. Children can read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first and are secure with reading common exception words [for example, you, could, many, or people].

Our 'end point' documents for all year groups clearly define our expectations. Appendix 6 – Nursery, reception, Year 1 and Year 2 -Y2 end points.



Phonological awareness underpins all phonic learning and is outlined in detail in Phase 1 'Letters and Sounds'. Children need opportunity to develop phonological awareness throughout all year groups and phonic phases.



Medium term planning outlines the skills to be taught for the half term and identifies the high quality texts that will support the children to learn and apply those skills. Grammar and punctuation skills to be taught, practised and consolidated are identified alongside opportunities of how to apply them in their own writing.

## Essential resources for Reading:

Every classroom has a wall Little Wandle wall frieze that is clearly displayed for all the children access.

*Appendix 7 - Little Wandle Letters and Sounds wall frieze.*

Little Wandle words and flash cards must be used for every lesson to ensure fidelity.

Adults who share a love of reading and model good speaking and listening skills and phonic knowledge are the most effective resource to support and develop children's phonic acquisition, reading skills and enjoyment.

Adults model consistent and accurate use of terminology. Phonemes are articulated clearly and precisely.

Check articulation of 44 phonemes using the video link; [Phoneme Articulation - Bing video](#)

And the Glossary of Little Wandle Letters and Sounds Revised terminology *Appendix 8 - Glossary of Little Wandle Letters and Sounds Revised terminology*

## Reading and Phonics in the learning environment:

Learning walls are used interactively to support the learning of phonics and the common words. All lessons are active and fun with a multi-sensory collaborative approach.

## Our approach to assessment of Reading and Phonics:

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** for [Reception](#) and [Year 1](#) 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 SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

**Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Year 2, when they are reading the Phase 5 set 3, 4 and 5 books
- to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-

related expectations. After exiting their programme, children do not need to re-learn any more fully decodable books.

A **placement assessment** is used:

- with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The **Rapid Catch-up assessment** is used

- with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

### Ongoing assessment for Rapid Catch-up in Years 2

Children in Year 2 are assessed through:

- the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
- the Rapid Catch-up summative assessments to assess progress and inform teaching
- the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.

The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

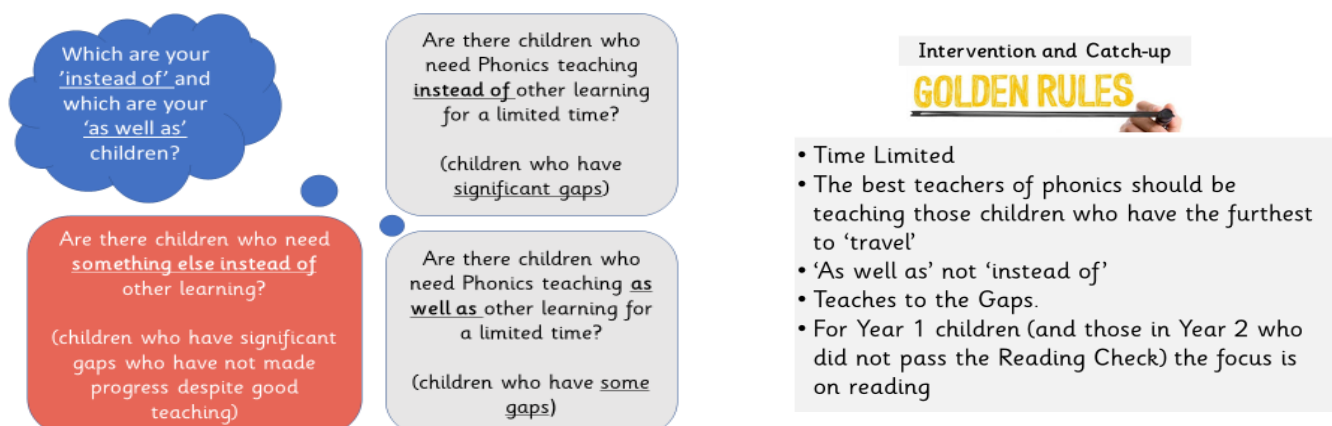
*Appendix 9 - Little Wandle Assessment Grids*

### Statutory assessment

The phonics screening check is carried out in June and is a statutory assessment to check the children who have made expected progress with blending using their phonic knowledge. If the child does not pass the Year 1 test they will be re-tested in year 2. This information is sent to the Local Authority and is used by school for planning next steps.

## Intervention in Reading and Phonics:

When identifying intervention for individuals or groups of children the following questions and rules are considered;



Which are your 'instead of' and which are your 'as well as' children?

Are there children who need Phonics teaching instead of other learning for a limited time?

(children who have significant gaps)

Are there children who need something else instead of other learning?

(children who have significant gaps who have not made progress despite good teaching)

Are there children who need Phonics teaching as well as other learning for a limited time?

(children who have some gaps)

Intervention and Catch-up

### GOLDEN RULES

- Time Limited
- The best teachers of phonics should be teaching those children who have the furthest to 'travel'
- 'As well as' not 'instead of'
- Teaches to the Gaps.
- For Year 1 children (and those in Year 2 who did not pass the Reading Check) the focus is on reading



## 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 Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

## **Additional reading support for vulnerable children**

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

## Talk Boost and Early Talk Boost

Children are identified through teacher assessment using Talk Boost and Early Talk Boost resource packs. Early Talk Boost supports groups of 6 nursery children for 3 sessions of 30 minutes over 10 weeks. The intervention increases the following skills to support reading; Attention and Listening, Understanding, Speaking and Social Communication.

For reception and KS1 children, Talk Boost supports groups of 4 children at a time for 3 sessions of 20 minutes for 10 weeks. The intervention increases the following skills to support reading; Understanding, Vocabulary, Sentences, Storytelling and Social interaction.

See Practice Guidance for Language and Communication for more guidance. Interventions are shared with parents before children begin on a programme.

## **Reading and Phonics across the curriculum:**

Phonics is embedded across the curriculum and through shared and guided reading and writing activities. Reading relates to every subject within the primary curriculum and opportunities to link reading experiences to a range of activities. This will allow children to begin to use and apply reading in real contexts. We aim to have reading as part of our continuous provision in every classroom. EYFS have reading opportunities embedded in indoor and outdoor learning environments.

An emphasis on reading for pleasure is encouraged across all curriculum areas.

## **Enrichment opportunities in Reading and Phonics:**

### Book Club

Every alternate Tuesday throughout the year our book club takes place which is designed to allow children to bring in and save money from home on a book club card to buy quality books at a greatly reduced price. It is open to all children and is run voluntarily by one of our midday supervisors.

## **Book Fair**

Twice a year we have a book fair in school which gives parents the opportunity to buy books for their children to enjoy at home. The book fair is open every day after school for one week with all children in school given the opportunity to visit the book fair during school hours to explore the books that are available to buy.

## **Book Week / World Book Day**

We have regular book themed days and weeks in school where teaching and learning is centred on reading. Children take part in a wide variety of reading activities and are given opportunities to share and enjoy books in a fun and exciting way. We actively promote bedtime reading as part of our reading events.

## **Reading Meetings/Workshops**

Reading meetings take place during the Autumn Term with all parents and carers invited to attend. These meetings are to highlight how we teach reading and spelling in school. The importance of reading regularly at home and to offer support and guidance as to how parent/carers can help their child to progress with their reading. Parents are then invited to visit their child's classroom and share in reading activities with their child in reading workshops. The Reading Rainbow Reward Scheme is also explained in these meetings. All parents/carers receive a leaflet with ideas as to how they can best support their child's reading at home including online resources they can access. Posters are also shared, offering guidance about our reading scheme and resources to support reading at home.

## **Reading and Phonics References:**

Early Years Foundation Stage Statutory Framework.  
Early Years Foundation Curriculum.  
National Curriculum in England: Primary Curriculum 2014  
Reading Framework

## **Appendices:**

*Appendix 1 Whole School Reading Curriculum*

*Appendix 2 - (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence).*

*Appendix 3 - Expectations for reading areas – Essential and Desirable Criteria*

*Appendix 4 – Big Book and Storysack Catalogue*

*Appendix 5. Core Book Quality Texts and Character Development books List.*

*Appendix 6 – Nursery, reception, Year 1 and Year 2 -Y2 end points.*

*Appendix 7 - Little Wandle Letters and Sounds wall frieze.*

*Appendix 8 - Glossary of Little Wandle Letters and Sounds Revised terminology*

*Appendix 9 - Little Wandle Assessment Grids*

## This Practice Guidance was created by:

Role: Literacy Team:

Naila Asghar (Reading and Phonics Leader)

Adele Doxey (Writing Leader)

Caroline Howett (Language and Communication Leader)

Date of last review: January 2023

This Practice Guidance is saved on Teachers Drive as Phonics and Reading Practice Guidance along with electronic copies of appendices.