

PHONICS POLICY

(Little Wandle)

<u>Issue No</u>	<u>Author / Owner</u>	<u>Date Written/amended</u>	<u>Approved by Governors on</u>	<u>Authorised signature</u>

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



The Phonics Curriculum

“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.”

National Curriculum for English 2014

Approaches to Phonics:

At Newlalthes Junior School we believe that phonics teaching should include the following seven key features:

- Direct teaching in frequent, short bursts
- Consistency of approach
- Secure, systematic progression in phonics learning
- Maintaining pace of learning
- Providing repeated practice
- Application of phonics using matched decodable books
- Early identification of children at risk of falling behind

Intent

Phonics (reading and spelling)

At Newlalthes Junior 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 teach ‘The Rapid Catch-up’ element of Little Wandle which has been carefully designed for children aged 7 and above to catch up quickly. This mirrors the core Little Wandle programme 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. At Newlalthes Junior 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. 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.

Comprehension

At Newlalthes Junior 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. 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 Phonics Leader who drives the phonics 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.

Implementation

Four times weekly rapid catch-up phonics lessons in Year 3 and 4

- We teach phonics for 20 minutes a day, four times weekly.

Four times weekly keep-up lessons ensure every child learns to read

- We timetable phonics lessons for any child in Year 3 and 4 who is not fully fluent at reading. 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 20 minutes and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching reading: Reading practice sessions twice a week

- We teach children to read through reading practice sessions twice 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.
- 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 Years 3 and 4, we continue to teach reading in this way for any children who still need to practise reading with decodable books as part of the 'Rapid Catch-up' programme.

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 to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents.
 - We use the [Little Wandle Letters and Sounds Revised parents' 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.

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 Phonics Leader uses 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.

Impact

Assessment

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

- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - with children following the Rapid Catch-up programme in Years 3 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
 - for older children to 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 read any more fully decodable books.
- The **Rapid Catch-up assessment** is used
 - with any child new to the school in Year 3 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 to 6

- Children in Years 3 to 6 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 A gives further clarification on the Little Wandle programme.)

Monitoring and Review:

Name of curriculum leader: Helen Downie **Date: July 2024**

Review date: July 2027

Appendix A

Rapid Catch-up Programme Progression and overview

Programme progression

The aim of the Rapid Catch-up programme is to rapidly teach children to read. Below is an overview of the GPCs and tricky words covered in each phase of the programme.

Phase 2

Length of teaching: four weeks		
New GPCs covered	Week 1	s a t p i n m d
	Week 2	g o c k c k e u r h
	Week 3	b l l f f s s j v w y x z z z
	Week 4	q u c h s h t h n g n k
Tricky words taught	and is I the as put* pull* full* her his has no go to into we me be he of she push* *depending on accent	

Phase 3

Length of teaching: four weeks		
New GPCs covered	Week 1	ai ee igh oa oo ar
	Week 2	oo or ur ow oi ear
	Week 3	air er double letters
	Week 4	longer words and suffixes -ing and -es
Tricky words taught	was you they my by all are pure sure	

Phase 4

Length of teaching: four weeks		
Word types covered	Week 1	Adjacent consonants with short vowels
	Week 2	Adjacent consonants with long vowels
	Week 3	Suffixes: -ed /t/, -ed /id/, -ed /d/, -ing, -er, -est
	Week 4	Two-syllable words with adjacent consonants Compound words and multi-syllable words with adjacent consonants
Tricky words taught	said so have like some come love do were here little says there when what one out today	

Phase 5

Length of teaching: 14 weeks			
New GPCs covered	Week 1	/ai/ ay play /ow/ ou cloud /oi/ oy toy	/ee/ ea each /ur/ ir bird /oo/ ue blue /yoo/ ue rescue
	Week 2	/yoo/ u unicorn /igh/ ie pie /igh/ i tiger	/oa/ o go /ai/ a paper /ee/ e he
	Week 3	/oa/ o-e home /ai/ a-e shake /ee/ e-e these	/igh/i-e time /oo/ /yoo/ u-e rude cute /oo/ /yoo/ ew chew new
	Week 4	/or/ aw claw /ee/ ie shield /ee/ y funny	/e/ ea head /w/ wh wheel /igh/ y fly
	Week 5	/oa/ oe toe /oa/ ou shoulder /oa/ ow snow	/j/ g giant /f/ ph phone /s/ c ice
	Week 6	/l/ le apple /l/ al metal /v/ ve give	/u/ o-e some /u/ o mother /u/ ou young
	Week 7	/z/ se cheese /s/ se mouse /s/ ce fence	/ee/ ey donkey /oo/ ui fruit /oo/ ou soup
	Week 8	/ur/ or word /oo/ u awful /oo/ oul could	/air/ are share /air/ ear bear /air/ ere there
	Week 9	/or/ au author /or/ aur dinosaur /or/ oor floor	/or/ al walk /or/ a water /ch/ tch match /ch/ ture adventure
	Week 10	/ar/ al half /ar/ a father* /o/ a want	/ur/ ear learn /r/ wr wrist /z/ ze freeze
	Week 11	/s/ st whistle /s/ sc science /c/ ch school /sh/ ch chef	schwa in longer words schwa at the end of words (-or, -our, -re, -a)
	Week 12	/ai/ eigh eight /ai/ aigh straight /ai/ ey grey /ai/ ea break	/n/ kn knee /n/ gn gnaw /m/ mb thumb
	Week 13	/ear/ ere here /ear/ eer deer /zh/ su treasure /zh/ si vision	/j/ dge bridge /j/ ge large /i/ y crystal
	Week 14	/sh/ ti potion /sh/ ssi mission /sh/ si mansion /sh/ ci delicious	/or/ augh daughter /or/ our your /or/ oar roar /or/ ore more
Tricky words taught	their people oh your Mr Mrs Ms ask could would should our house mouse water want again any many where who whole two school call different thought through friend work once laugh because eye busy beautiful pretty hour parents shoe move improve		

*depending on accent

Example Phase 4 words

Adjacent consonant and short vowel sounds

CVCC

must wind best hand
lunch gift nest help

CCVC

bring crack frog drink
drum truck swim spend

CCVCC

twist grand stamp crisp

CCCVC

split splash spring strong

CCCVCC

strand scrunch sprint strict

Adjacent consonant and long vowel sounds

CVCC

joint toast paint burnt
boost

CCVC

brown sport bright green
broom crown train greed

CCV

clear stair tree star three

CCVCC

spoilt

CCCVC

sprain street screens

Phase 5 linked graphemes in order

Week 1

Phase 3 GPC	Phase 5 GPC
ai	ay play
ow	ou cloud
oi	oy toy
ee	ea each
ur er	ir bird
oo yoo	ue blue rescue

Week 2

Phase 3 GPC	Phase 5 GPC	
oo yoo	ue blue rescue	u unicorn
igh	ie pie	i tiger
oa	o go	
ai	ay play	a paper
ee	ea each	e he

Week 3

Phase 3 GPC	Phase 5 GPC			
oa	o go	o-e home		
ai	ay play	a paper	a-e shake	
ee	ea each	e he	e-e these	
igh	ie pie	i tiger	i-e time	
oo yoo	ue blue rescue	u unicorn	u-e rude cute	ew chew new

Week 4

Phase 3 GPC	Phase 5 GPC				
or	aw claw				
ee	ea each	e he	e-e these	ie shield	y funny
e	ea head				
w	wh wheel				
igh	ie pie	i tiger	i-e time	y fly	

Week 5

Phase 3 GPC	Phase 5 GPC				
oa	o go	o-e home	oe toe	ou shoulder	ow snow
j	g giant				
f	ph phone				
s	c ice				

Week 6

Phase 3 GPC	Phase 5 GPC		
l	le apple	al metal	
v	ve give		
u	o-e some	o mother	ou young

Week 7

Phase 3 GPC	Phase 5 GPC					
z	se cheese					
s	c ice	se mouse	ce fence			
ee	ea each	e he	e-e these	ie shield	y funny	ey donkey
oo yoo	ue blue rescue	u unicorn	u-e rude cute	ew chew new	ui fruit	ou soup

Week 8

Phase 3 GPC	Phase 5 GPC		
ur er	ir bird	or word	
oo	u awful	oul could	
air	are share	ear bear	ere there

Week 9

Phase 3 GPC	Phase 5 GPC					
or	aw claw	au author	aur dinosaur	oor floor	al walk	a water
ch	tch match	ture adventure				

Week 10

Phase 3 GPC	Phase 5 GPC	
ar	al half	a father
o	a want	
ur	ear learn	
r	wr wrist	
z	se cheese	ze freeze

Week 11

Phase 3 GPC	Phase 5 GPC				
s	c ice	se mouse	ce fence	st whistle	sc science
c	ch school				
sh	ch chef				

Week 12

Phase 3 GPC	Phase 5 GPC						
ai	ay play	a paper	a-e shake	eigh eight	aigh straight	ey grey	ea break
n	kn knee	gn gnaw					
m	mb thumb						

Week 13

Phase 3 GPC	Phase 5 GPC						
ear	ere here	eer deer					
zh	su treasure	si vision					
j	g giant	dge bridge	ge large				
i	y crystal						

Week 14

Phase 3 GPC	Phase 5 GPC						
sh	ch chef	ti potion	ssi mission	si mansion	ci delicious		
or	aw claw	au author	aur dinosaur	al walk	oor floor	a water	augh daughter our your oar board ore more

Phase 5 graphemes with more than one sound

Grapheme	Phase 2 and 3 example word/image/catchphrase	Phase 5 example words/images		
a	astronaut	/ai/ paper	/or/ water	/o/ wasp
e	elephant	/ee/ me		
i	iguana	/igh/ tiger		
o	octopus	/oa/ post	/u/ son	
u	umbrella	/yoo/ unicorn		
ow	owl /ow/ wow owl	/oa/ snow		
ea	n/a	/ee/ peach	/e/ head	/ai/ break
ie	n/a	/igh/ pie	/ee/ shield	
o-e	n/a	/oa/ nose	/u/ love (heart)	
y	yo-yo	/ee/ happy (smiley face)	/igh/ fly	/i/ crystal
g	goat	/j/ gem		
c	cat	/s/ ice		
or	horn /or/ born with a horn	/ur/ word		
ear	hear /ear/ get near to hear	/air/ pear		
ch	cherry /ch/ chew the cherries, children	/c/ school	/sh/ chef	
se	n/a	/s/ mouse	/z/ cheese	