

SUBJECT OVERVIEW

Phonics

At The Avenue we believe that reading is central to the entire curriculum and is the most important life skill: phonics is crucial to unlocking the reading code



Intent. We aim to...



Deliver daily phonics through a high-quality phonics programme and consistently implement it to equip children with the skills they need to decode and become fluent readers.

Provide children with books that are closely matched to their phonic abilities so they can be successful when practising

Use assessment in a timely way to ensure pupils are supported to catch up quickly through targeted intervention

Ensure the highest number of children possible pass the phonics screen check with expectations that are aspirational yet achievable



Implementation: How do we achieve our aims?

At the Avenue, , 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 from the start of 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.

A systematic approach



To allow our children to develop a strong phonic awareness and effective blending and decoding, we have chosen to use a DfE validated synthetic phonics programme called **Little Wandle Letters and Sounds Revised**. The programme is a systematic, synthetic approach to teaching phonics, with **clear expectations** that are laid out term by term from Reception to year 2.

Access to appropriate books

Children practise reading using fully decodable books that are closely matched to their developing phonic level. We draw upon Collins Big Cat (for Letters and Sounds) texts . Reading books are closely matched to the phonics programme and are grouped accordingly.



Regular Assessment

The **Little Wandle Letters and Sounds (Revised)** SSP includes 6 weekly assessment tasks which allow the teachers to identify pupils that may need extra support. On-going teacher assessment at the point of delivery also highlights which pupils may need Keep-Up Support.

Progression

Reception

Year 1

Year 2

Phase 2

Simple grapheme-phoneme correspondences

Phase 3

Introduction of consonant digraphs and long vowel sounds

Phase 4

Consolidation and reading and spelling words with adjacent consonants

Phase 5

Learn final graphemes and alternative pronunciation and spelling of known graphemes

Application to spelling

Consolidate phase 5; application to spelling

A Consistent Approach
In R and Yr1 Daily 25-30 mins phonics lessons you will see:



Whole class sessions, following a consistent structure, led by a trained member of staff, who explicitly models strategies and skills

All teachers and TAs use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

Teachers assessing pupils' understanding of the GPCS and tricky words through engaging and interactive delivery.

All members of staff making use of high quality planning and training materials

Opportunities throughout the day to reinforce learning

Little Wandle display materials and sound mats to support pupils in their writing

Reading practice



Reading practice sessions three times a week

- Children read three times a week in a small group with a trained adult, using decodable books matched to their ability using LW assessments and book matching grids
- Progress is monitored by the class teacher and Reading Lead
- Each reading practice session has a clear focus for teaching; decoding, prosody comprehension
- 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 pupils continue to practise reading in this way until they have been assessed at a level of fluency which means they can move off the programme.

Home reading

Pupils take home their decodable practice book and a reading for pleasure book to share with their family. We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share phonics and reading information

Intervention



Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily keep-up support, taught by trained adult.
- Keep-up lessons match the structure of class teaching, and use the pedagogy, but in smaller steps with more repetition, to secure children's learning.
- We timetable daily phonics lessons for pupils in Year 2 who are not fully fluent at reading or have not passed the Phonics Screening Check.
- 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.
- The placement tests, used for pupils who only just passed the PSC, identifies children in Year 2 to 6 who have gaps in their phonic knowledge. They receive 'catch-up' lessons to address specific gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Additional reading support for vulnerable children

- Children who are receiving additional phonics keep-up sessions read their reading practice book to an adult regularly.

✓ **Impact:** how will we know we have achieved our intent?



By the end of Year 1, children can decode, segment and blend confidently, and most are ready to move from learning to read to reading to learn



Children feel successful in reading and are more willing to read because books are matched to their ability



The use of timely and targeted intervention means that almost all children become confident fluent readers by the end of KS1



A high number of pupils pass the phonics screening check at the end of Year 1