



Longshaw Junior School

Success for all - Nothing Less!



Phonics Policy

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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 Longshaw Community 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 Longshaw Community 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 Longshaw Community 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 Longshaw Community 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 Reading

Leaders who drive the phonics programme in our school. Our staff are 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

Little Wandle Rapid Catch Up Sessions

We timetable phonics lessons for any child in Year 3, 4, 5 and 6 who are 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 – 30 minutes and have been designed to ensure children quickly catch up to age related expectations in reading.

Teaching reading:

Reading practice sessions three times a week

- We teach children to read through reading practice sessions twice a week. These:
 - o are taught by a fully trained adult to small groups of approximately six children
 - o 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.
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- 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.

Fluency Sessions - Once our children can read 60 words per minute with a 90% accuracy rate, they can start the Little Wandle Fluency programme. In these sessions, the children read aloud and are taught prosody and practise repeated reading. We

teach comprehension using a dialogic talk model so that children can enjoy discussing what they have read and link it to their experiences.

Home reading

- A 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.
- Our Reading Leaders 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.

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:
 - o 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
 - o 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
 - o 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:
 - o the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
 - o the Rapid Catch-up summative assessments to assess progress and inform teaching
 - o 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.