



Whitchurch Primary School

Phonics Implementation

At Whitchurch we follow Little Wandle Letters and Sounds Revised Phonics.

Phonics is taught daily to all children in Foundation Stage, and KS1. Extra support is provided to those in Year 2 who have not passed phonics screening in Year 1. Children in KS2 that require extra support are given this on a 1:1 or small group basis.

Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

Phonics is delivered in a whole class format because it enables staff to ensure application across subjects

embedding the process in a rich literacy environment for early readers.

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:

- o 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.

- o Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. Daily Keep-up lessons ensure every child learns to read

Daily phonics/spelling lessons in Year 2

- In Autumn 1 we teach phonics for 30 minutes a day. These sessions are designed to recap on the children' s learning from Year 1 and prepare them for the transition into spelling rules which is started in Autumn 2.

Pupils in Willow, Year 1 and selected other pupils have reading sessions 3 times a week at a level that is suitably decodable for them. 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:

- o decoding
- o prosody: teaching children to read with understanding and expression
- o comprehension: teaching children to understand the text.

Extra Support

- 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 additional phonics sessions 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 *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to fill these.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps.
- We may ask our Special Needs Advisory Support Assistant (SNA) to carry out additional assessments on these children to further guide our support.

In the EYFS the continuous provision matches the pupil's current knowledge and understanding whilst ensuring the children are appropriately challenged.

Teachers regularly assess the pupil's phonics knowledge using the phonics assessment, reading milestones and Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. The children have reading books which they are encouraged to read regularly at home which match their current phonics level.