

Vision Statement

At King David Primary School we recognise that reading is a key life skill and that the ability to read brings life-long pleasure. The teaching of phonics and early reading throughout Foundation Stage and Key Stage 1 is of the highest priority. Our vision is that children quickly become enthusiastic and motivated readers. They have the ability to recognise, blend and segment sounds, in order to read words, as well as reading sight words, in order to become confident, fluent readers, who show a good understanding of what they have read. Our children read a wide range of high-quality genres and texts, promoting a love of literature and an enjoyment of reading for pleasure and for information, as well as using reading to promote reflective thinking. At King David Primary School we strive to teach children to read effectively and quickly, following Little Wandle Letters and Sounds Programme. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

Intent

Phonics (reading and spelling)

At King David Primary 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 Pre School and follow the [Little Wandle Letters and Sounds Revised progression](#), the programme is designed to teach children to read from Reception to Year 2, using the skill of decoding and blending sounds together to form words. The Little Wandle programme provides a full progression through all commonly occurring GPCs (sounds), working from simple to more complex, and taking into account the frequency of their occurrence in the most commonly encountered words.

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

Overview of Little Wandle Letters and Sounds revised

Little Wandle Letters and Sounds Revised is the **fastest growing** Department for Education-validated phonics programme, already supporting **over 5,500 schools** to teach every child to learn to read! Their 'by schools for schools' approach is at the heart of everything they do at Little Wandle.

Little Wandle's Mission

Our Little Wandle vision is to Teach reading and change lives.

Our mission is that every child should be supported to learn to read and love it.

We are committed, evidence-based, energetic and dynamic.

Little Wandle's Pedagogy

Little Wandle Letters and Sounds Revised reflects the latest evidence-based understanding of how children learn. Neurological research has identified an area of the brain dedicated to the process of reading which Dehaene calls 'the letterbox'. This area is not operational from birth; rather, the neurological pathways are established as we learn the connections between letters and sounds. These pathways and activation of 'the letterbox' provide the basis for automatic word recognition and fluent reading.

Reading is complex: it is more than just word recognition. Comprehension plays a vital role in reading too.

Comprehension starts with our understanding of oral language and develops rapidly on the back of word and sentence reading.

Both of these are strong reasons for children learning to build words from their letter-sound components at an early age, when their brains are at their most plastic. Little Wandle Letters and Sounds Revised is firmly based on these principles.

How we learn

Effective learning is dependent not only on what is learned, but on how it is learned. Dehaene identifies four 'pillars of learning'. These are simple ideas in themselves, but they form the basis of understanding that unites education with neuroscience and leads to the most effective learning.

These four pillars are central to the resources and teaching approach of Little Wandle Letters and Sounds Revised.

- **Focused attention**

Preferably for short periods, regularly and frequently repeated

Our short, daily lessons achieve precisely this focus on what needs to be learned, without extraneous distracting activity. Videos model how teachers can maintain focused engagement and this is reinforced by exactly matched and engaging resources.

Each lesson gets to the true understanding of the purpose of the learning, not as chanted 'learning objectives' written up on a whiteboard, nor as automatic 'thumbs up' at the end of a lesson, but by children knowing that each new sound learned means that they can read more words.

This is immediately demonstrated through reading words and sentences in the lesson, and applied in fully decodable reading books during reading practice sessions.

- **Active engagement**

Continual expectation of children in chorus and individual oral response

Dehaene is clear that active engagement does not mean children are left to find out things for themselves, nor that they are involved in poorly focused activities. In Little Wandle lessons, active engagement is achieved through the continual expectation of children in chorus and individual oral response. This is immediately followed up by the activity of reading and writing words and sentences to apply new sounds learned as well as to practise previously learned ones.

Further active application comes in regular reading practice sessions with decodable books, demonstrating to children themselves their rapidly growing ability to read.

- **Error feedback**

Errors are best countered by a teacher modelling the correct response

Learners need errors corrected so that they can continually adjust and improve the mental model they are constructing. However, this needs to be achieved without the disincentive of overtly negative response or the creation of a fear of failure. In GPC learning and in word reading, errors are best countered by a teacher modelling the correct response, encouraging the child to repeat this, and so providing the correction without any negativity.

This approach is central to our pedagogy. It is supported in our materials, where mnemonic and word cards, sound buttons, etc. also provide the opportunity to quickly go back to secure learning as a way of correcting errors in a positively encouraging way.

- **Practice and consolidation**

Small items of learning are practised and repeated many times.

This repeated practice in our lessons is an essential element of committing learning to memory. Learning is also revisited frequently, both discretely and through direct and immediate application. One lesson in every five is devoted to revision and consolidation, equating to one whole week every half-term.

Learning is also regularly practised and consolidated through application in reading practice sessions with decodable books, in writing sessions, and with further opportunities encouraged throughout the school day.

Implementation

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

In the Autumn Term we teach phonics for up to 30 minutes a day with an emphasis on revising Phase 5 from Year 1 Summer Term planning. Children who complete the Phase 5 phonics programme fully then move on to daily spelling sessions following 'No Nonsense Spellings' which is in line with what is taught across KS2. Children who require further phonics teaching complete the Year 2 Little Wandle 'Rapid Catch Up' programme.

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 and above 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.

Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week.

These are taught by a fully trained adult to small groups of approximately six children. We 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'. Reading groups are monitored by the class teacher. 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) and 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 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

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 with their children. The children choose these books themselves

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, both online and through workshops.

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 King David Primary School and our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

In Preschool, Reception and Year 1, children have access to the reading corner every day in their continuous provision time and the books are continually refreshed.

Children from Reception onwards 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.

Each class visits the school library every half term.

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.

Impact

By the time children leave King David Primary School they are competent and fluent readers who can recommend books to their peers, have a passion for reading a range of genres including poetry, and participate in discussions about books. At King David Primary School, we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children.

Assessment

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 Years 2 to 6, 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 read 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.

Statutory assessment

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

Children in Year 2 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.

Resources

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/>

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) for English, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

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