



St Margaret Clitherow

Catholic Voluntary Academy

"Love One Another as I have Loved You"

John 13:34-35



Learning & Teaching in Phonics and Early Reading at St. Margaret Clitherow Primary Academy



Phonics is:

Making connections between the sounds of our spoken words and the letters that are used to write them down.



"I can do all this through Him who gives me strength"

Philippians 4:13

Our School Context

Our school is a slightly smaller than average primary school situated on the city/county boarder. There are 224 pupils on role including 26 pupils in Nursery. The proportion of pupils eligible for free school meals is much lower than the national average. Pupils with SEND is also lower than average. However, the primary area of difficulty is cognition and learning, followed by language and communication. Our school serves a diverse community. The majority of our pupils have English as an Additional Language. Many of our pupils begin our school with little or no English, or undeveloped language and communication skills. Therefore, it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.



One of the greatest gifts adults can give is to read to children

Carl Sagan



Why Phonics?

Phonics gives children the key to unlocking the alphabetic code for their reading and spelling; these skills are vital in accessing all areas of the curriculum. Therefore, phonics is given the highest priority at St Margaret Clitherow.

At St Margaret Clitherow, we make it our aim to ensure that all children become successful and fluent readers by the end of Key Stage 1. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a literature-rich approach that promotes 'reading for meaning' and 'reading for pleasure' culture. We aim for all our children to leave school at the end of Key Stage 2 with a genuine passion for reading and writing. We aim to ensure our pupils have obtained all of the skills they need to tackle any book of their choosing after leaving our school.



If a child memorizes 10 words, the child can only read 10 words. But if a child learns 10 sounds, the child will be able to read 350 three sound words, 4,320 four sound words and 21,650 five sound words.

-Martin Hogeoff



Thames Valley

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

A complete SSP validated by the Department for Education



Intent for Phonics

At St Margaret Clitherow 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 Nursery and have used the guidance in the Little Wandle Letters and Sounds progression document to create our school progression document 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 St Margaret Clitherow 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.

Intent for Comprehension

At St Margaret Clitherow we value reading as a crucial life skill. By the time children leave us, we want all children to be able to read confidently for meaning and regularly enjoy reading for pleasure. We want to ensure that our children are equipped with the tools to tackle unfamiliar vocabulary and have the skills to be able retrieve and infer the meaning of a range of texts. We encourage our children to see themselves as readers for both pleasure and purpose by giving them the experiences to use books throughout the curriculum.

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. Our early reading is Miss O'Neill. This person is highly skilled at teaching phonics and reading, and they monitor and support the whole team so everyone teaches with fidelity to the **Little Wandle Letters and Sounds Revised** programme.

"There are many little ways to enlarge your child's world. Love of books is the best of all"

Jacqueline Kennedy

Curriculum Implementation

Grow the code grapheme chart

Phase 2, 3 and 5

s	t	p	n	m	d	g	c	r	h	b	f	t	j	v
ss	tt	pp	nn	mm	dd	gg	cc	rr	hh	bb	ff	tt	jj	vv
c			kn	mb			ck	wr			ph	le	ge	ve
ce			gn				ch							
st														
sc														
au	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
wh			ze	ture	ture	ture	ture	ture	ture	a	ea	y	a	ou
ai	ee	igh	oa	oo	yoo	oo	ar	ur	ow	oi	ear	air	zh	
ay	ea	ie	o	ue	ue	u*	a*	aw	ou	oy	ere	are	su	
a	e	i	o	u	u	u	a	au	er		ere	ere	si	
a-e	e-e	i-e	o-e	u-e	u-e	u-e	a	aur	ir		ere	ere		
igh	y	y	ow	ou	ui	ew	al	oor	or					
ey	ey							al						
ea								oar						
								ore						



Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy' areas set out in the Development Matters guidance. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

To ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception all children have a daily phonics session. These sessions begin the year before the children are due to start Reception. These sessions are adult-led and last about 10 minutes. They follow the schools progression document.

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day, 5 days a week. 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 develop a secure knowledge of the phonetical code.

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 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. These sessions are delivered on the same day as the phonics session. The class teacher uses formative assessment during the session to identify any child that needs Keep-up support.

In the Advent term, we timetable daily phonics lessons 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 Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.

If any child in Year 3 and 4 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week and have been designed to ensure children quickly catch up to age-related expectations in reading.

New children to the school complete the Placement assessment and catch up is planned accordingly.

Teaching Reading

In Reception and Year 1, we teach children to read through reading practice sessions three times a week. This helps to embed the phonics from taught sessions and develop fluency and reading for meaning. All sessions:

- 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*** and book matching grids on pages 11–20 of 'Application of phonics to reading'.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

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 – applying the skills from phonics sessions to read
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4 and Year 1 Week 2. 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 Books

Children in Reception and Year 1 will have access to the following books at home:

The Little Wandle decodable reading practice book – This is accessed at home via Collins E-books. This is the book the children have been reading in their teacher-led reading practise sessions and they can share their success at home. The children should be able to read this with 90% fluency.

Additional decodable book- This is an additional reading book that can be used at home to support the children with their reading practise. We use these books to give children an opportunity to engage with a physical book in addition to their E-book. These books also ensure children can access reading materials in the event of technical errors.

Colour Banded Book – This is an additional reading book to help practise their reading skills and behaviours. Class Library Books- These are to encourage reading for pleasure and language development. These are for parents to read with the children – the children should not be asked to read this book independently.



Promoting Reading for Pleasure

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 St Margaret Clitherow 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 Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will use this to ensure communication between home and school. The school celebrate World Book Day and have other fun incentives such as Reading events.
- Children can swap their own reading books at the Pre Loved area in the library.

“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)

Curriculum Impact

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 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 Reading Lead who monitors children's progress and plans to support where necessary

Statutory assessment

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

Ongoing assessment for catch-up Children in Year 2 to 6 are assessed through:

- their teacher's ongoing formative assessment
- formal Phonics assessments using the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
- the appropriate half-termly assessments to ensure progress has been made before moving on

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.

Monitoring

The quality Phonics and Early Reading will be monitored throughout the year. This will be done in the following ways:

- **Professional dialogue** - to receive staff feedback and ensure they are kept up to date with most recent phonics research and best practice.
- **Analysing data** - noting where they may be areas of weakness in our teaching; or recognising classes that may need further intervention or support and celebrating success.
- **Learning Walks and observations** – The Reading Lead and English lead with conduct learning walks to support staff to provide outstanding provision for all children, including observations of Rapid Catch Up.
- **Pupil Voice** – To gain pupil feedback.
- **Parent Voice** – To identify parent's views and offer any support as needed.

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.

"God gave them learning and skill in all literature and wisdom"

(Daniel 1:17)

