



# Phonics and Early Reading Policy September 2022

Approved by Chair \_\_\_\_\_

Review Date \_\_\_\_\_

# Northwood Park Primary Phonics and Early Reading Policy

## The context of our school

Northwood Park Primary is an inclusive and cohesive school. We welcome the contribution of all individuals and groups within the school community and ensure that access and opportunities are equally available to everyone. Therefore, it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

## Intent

### Phonics (reading and spelling)

At Northwood Park Primary, we believe that all our children can become fluent readers and writers. Therefore, we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in 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. As a result, all our children are able to tackle any unfamiliar words as they read.

At Northwood Park Primary, 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 Northwood Park Primary, 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.

## 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 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

- 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.
- If any child in Year 2 to 6 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.

## Teaching reading: Reading practice sessions for Reception

- In Reception we teach one formal reading practice session a week.
- This:
  - is 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
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In 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.

## Home Reading

- 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 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.

## Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult twice a week.

## 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.

## 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 Northwood Park Primary 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 Reception, children have access to the reading corner every day in their free flow 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.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the local library every half term.

- The school library is made available for classes to use at protected times. It must be booked via the school booking system. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

## 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 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.

### **Policy review**

All appendices are subject to change based on annual review by Subject Leaders.

This policy will be reviewed **annually** unless there are any changes within the Trust.

# Appendix 1

## Phonic sounds timetable

### Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

### Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

### Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

### Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s -es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	<b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.



### Year 1 Spring 1





















	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

























### Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

## Appendix 2

Grapheme card	Picture card	Objects for What's in the box?	Pronunciation phrase
		sock sun star snake	Show your teeth and let the <b>s</b> hiss out <b>sssss</b> <b>sssss</b>
		ant apple arrow astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>
		teddy toast teeth tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>
		pencil pizza peg penguin	Bring your lips together, push them open and say <b>p p p</b>
		insect invitation igloo iguana	Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>iii</b>
		nurse nose nest net	Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>
		moon marble monkey mouse	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>
		dog door dinosaur duck	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>
		grapes glue glasses goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the <b>g</b> sound <b>g g g</b>
		orange otter ostrich octopus	Make your mouth into a round shape and say <b>o o o</b>

Grapheme card	Picture card	Objects for What's in the box?	Pronunciation phrase
		car cup crown cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>
		kangaroo kettle ketchup kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>
		neck lock tick sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>
		egg elbow envelope elephant	Open your mouth wide and say <b>e e e</b>
		under (something under a table) upset umbrella	Open your mouth wide and say <b>u u u</b>
		rocket rabbit rice rainbow	Show me your teeth to make a <b>rrrrr</b> sound <b>rrrrr</b>
		hat hammer house helicopter	Open your mouth and breathe out sharply <b>h h h</b>
		ball bus bird bear	Put your lips together and say <b>b</b> as you open them <b>b b b</b>
		fish frog flower flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ffff ffff</b>
		leaf lips lemon lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>llll llll</b>

Grapheme card	Picture card	Objects for What's in the box?	Pronunciation phrase
		jam jug jellyfish	Pucker your lips and show your teeth; use your tongue as you say <b>j j j</b>
		volcano van vegetable	Put your teeth against your bottom lip and make a buzzing sound <b>vvvv vvvv</b>
		wave wig web	Pucker your lips and keep them small as you say <b>w w w</b>
		fox box wax (candle)	Mouth open, then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>
		yellow yap (dog) yoyo	Smile, tongue to the top of your mouth; say <b>y</b> without opening your mouth <b>y y y</b>
		zebra zip zoo	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>
		queen quack (duck) quick (action)	Pucker your mouth, then open it as you say <b>qu qu qu</b>
			Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>
		No more objects for the games.	Show me your teeth and push the air out <b>shshshsh</b>
			<b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' <b>th th</b> <b>Unvoiced:</b> Tongue on your teeth; push the air out <b>th th</b>
			Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ng ng ng</b>
			Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ngk ngk ngk</b>



**A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN**

## Guidance for individual Keep-up sessions

### Identifying children

- Use your assessment for learning and assessment results to identify children that require daily individual keep-up lessons.
- Use the flow charts '[Identifying for Keep-up in Reception/Year 1](#)' to help you work out exactly what support each child needs.
- Do not stop teaching new GPCs within class sessions to the children who have keep-up teaching.

### Identifying gaps

- Identify exactly what gaps (key skills and GPCs) the child needs to work on.
- Highlight the key skills and GPCs/tricky words that the child is already secure with on the 'Individual Keep-up content' sheet. This will help you identify what the next steps/gaps are, and you can add these to the child's 'Individual Keep-up plan'.

### Planning keep-up

- Make sure these key skills and GPCs are the focus of each keep-up session.
- Pick a different GPC to focus on during each keep-up session and review some GPCs as well.
- Annotate the 'Individual Keep-up plan' with the words that you teach in each session and tick those that the child can read.

### Preparing to teach

- Use the Prompt card and appropriate Keep-up 'How to' video to prepare for teaching, so that you know exactly what to say or do. (You can add the page number of the Prompt cards onto the 'Individual Keep-up plan' for easy reference).
- Do not stop daily individual sessions until the child can blend and read appropriate words independently.

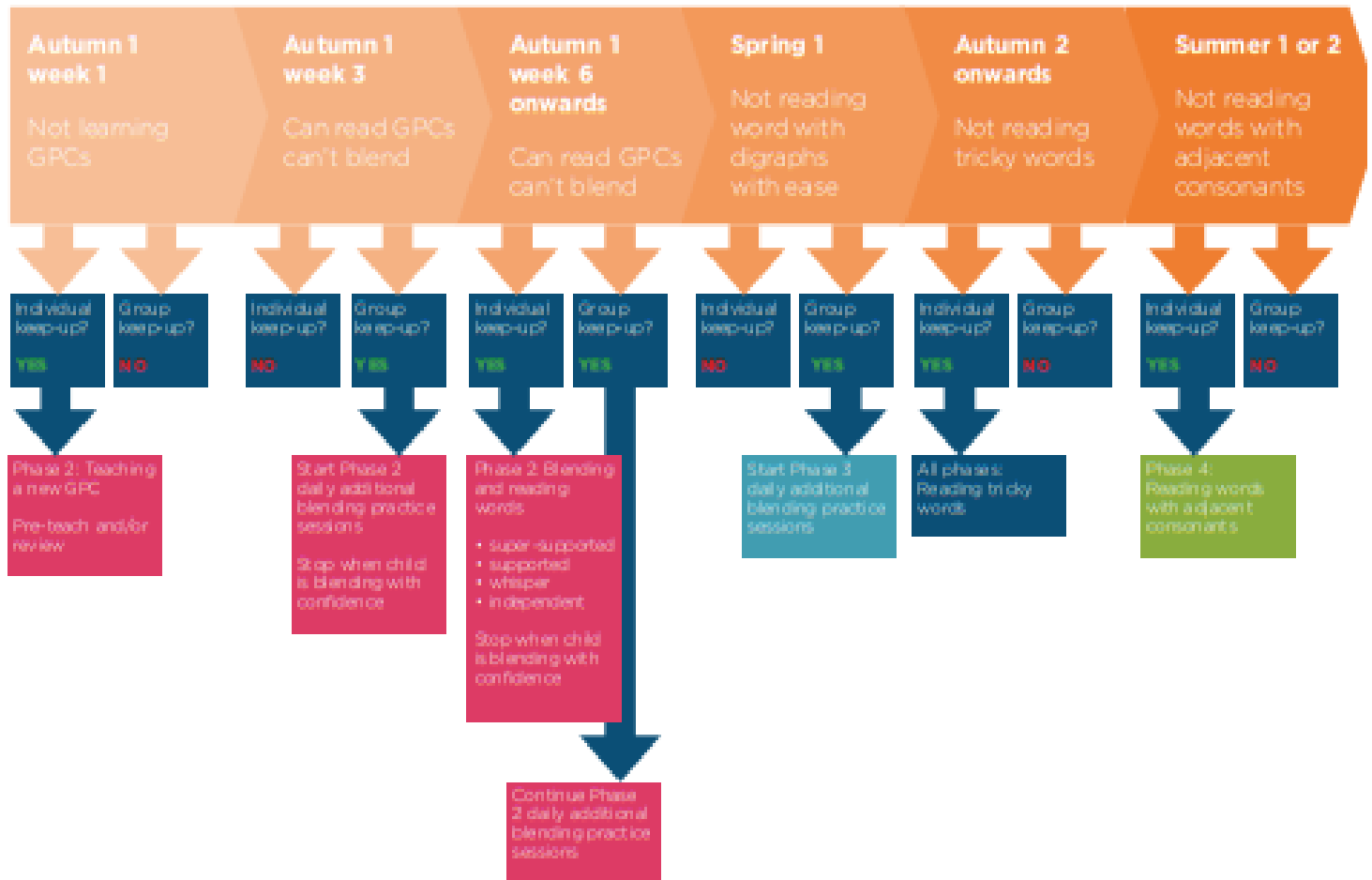
# Appendix 4

## Reception

### What to do – identifying children for daily individual support sessions

Use the *Letters and Sounds* assessments (every six weeks), as well as assessment within the daily lesson to identify children who need either individual or group keep-up. Do not let children fall behind – take action as soon as possible.

Use the assessment again after three weeks to check that these children have filled their gaps.



# Appendix 5

## Key stage 1

### What to do - identifying children for daily individual support sessions

Use the *Little Wandle Letters and Sounds Revised* assessments (every six weeks), as well as assessment within the daily lesson, to identify children who need either individual or group keep-up. Do not let children fall behind - take action as soon as possible.

Use the assessment again after three weeks to check that these children have filled their gaps.




# Appendix 6

## Assess and review week: review and secure

Weekly grid Year  Phase  Term  week

Lesson focus	Revisit and review							Practise and apply	
	GPCs	Words	Tricky words	Focus GPCs	Oral blending	Focus words	Example definitions and sentences	Read/write the sentence	Spelling
Review									

 Reading practice sessions with decodable reading books three times a week.

### Notes for these lessons

- Your summative assessment will show you which GPCs and word types (e.g. words ending with suffixes, longer words, compound words) are not secure.
- Use this weekly grid to plan your review of GPCs and words that you have already taught but were not secure when assessed.
- Fill in the gaps in order, according to the progression. Go back to the lessons in the weekly grids from the last five weeks of teaching. Make sure you list lessons on the weekly grid in order.
- Use word cards without sound buttons when you are reviewing words containing previously taught GPCs.
- Use the chunking method for words of more than one syllable (see the 'Lesson prompt cards').

Add specific notes from individual weekly grids here if needed:

