



INTENT – We aim to ...

Subject on a Page: Phonics Little Wandle Revised



Deliver systematic and synthetic phonics lessons every day from Nursery to Year 2.

Ensure our approach to teaching phonics is accessible to all children.

Ensure children build on their growing knowledge of the alphabetic code.

Ensure the application of the alphabetic code is used across the curriculum.



IMPLEMENTATION – How do we achieve our aims?

Planning/Curriculum:

We follow the Little Wandle Letters and Sounds Revised scheme. We teach whole class phonics phonic lessons for 40 minutes every day. In Reception, we build up 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.

Recording:

We use the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children so that any additional support can be put into place quickly and be as effective as possible.

Assessment:

Assessment is used to monitor progress and to identify any children needing additional support as soon as they need it. Daily and weekly assessments are made so gaps can be addressed immediately and ensure secure fluency of GPC's, words and spellings. Children receiving 'Keep-up support' are reassessed every 3 weeks and every six weeks all pupils progress is assessed. Any children who are identified as having gaps in learning will receive additional 1:1 or small group Catch-Up support.

EYFS:

We provide a language rich environment and have a balance of child-led and adult-led experiences for all children that meets the curriculum expectations for 'Communication and Language' and 'Literacy' developing their speaking and listening skills along side daily phonic lessons.

SEND (inclusion and adaptations):

Where possible all children are supported within the whole class daily phonic lesson. If further support is required a separate phonic plan may be delivered focusing on GPC recognition, blending and segmenting.

Vocabulary:

Every teacher in our school has received Little Wandle Phonics training. We have the same expectations of progress and use the same language, routines and resources to teach children so that we lower children's cognitive load when learning new concepts.

Monitoring:

The Reading Lead uses the Audit and Prompt cards to regularly monitor and observe teaching. The summative data is used to identify children who need additional support and have gaps in their learning.

Disadvantaged children:

We believe it is essential all children have access to the teaching of phonics and reading regardless of their background.

CPD:

The reading lead attends Webinars and receives updates on current practice every month which is shared with all staff at weekly staff meetings.



IMPACT – How do we know if we've achieved our aims?

Children are enthusiastic, focused and engaged in their daily phonic and reading lessons.

Children are confident to apply their phonic knowledge to decode, segment and blend any unfamiliar words.

Children feel successful when reading because the books are correctly matched to their phonic ability.

The highest number of children possible pass the phonics screening at the end of KS1.