

The Intent, Implementation and Impact of

Our Phonics Curriculum at Fairfield's

1. Intent:

Phonics (reading and spelling)

At Fairfield's, 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 from Reception begin to follow the Little Wandle Letters and Sounds Revised progression (see appendix A), 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 Fairfield's, 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 Fairfield's, 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.

2. Implementation:

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'. 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.
- We ensure Nursery children are well-prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons

- We teach daily phonics lessons in Reception and Year 1. 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: phonics teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised progression:
 - 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.

Keep-up sessions

- Children who need additional practice has 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 phonics interventions for any child in Year 2 or 3 who has not passed the Phonics screening check. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using either the keep-up or rapid catch-up resources.

Reading practice sessions

- 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
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and the teachers' own assessment.
 - 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, expression and fluency.
 - comprehension: teaching children to understand the text.
- In Reception these sessions begin with wordless books, building children's confidence with books, story structures and discussing the events they see in these books.
- In Year 1, the children continue with these reading practice sessions building from books containing the phase 4 adjacent consonant blends to those containing the phase 5 GPC's. For those children needing more challenge with their reading at the start of Year 1, we have a selection of 'Stretch and Challenge' books based on phase 4 to challenge the children with their reading whilst they are learning the phase 5 GPC's.
- In Year 2, 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 from our school library also go home for parents to share and read to children.
 - We use the Little Wandle Letters and Sounds Revised parents' resources linked through the school website 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.

Consistency and pace of progress

- 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 monitor and observe teaching; teachers and the Reading leader use the summative data to identify children who have gaps in their learning and need additional support.

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 Fairfields 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 which reflects the books read as a class.
- In Nursery and Reception, children have access to the reading corner every day and the books are regularly 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.

3. 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.
- The Little Wandle Letters and Sounds Revised placement assessment is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan to provide appropriate extra teaching where required.

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 catch-up

- Children in Year 2 who are continuing phonics learning are assessed through:
 - Ongoing formative assessment by their teacher and any other adults involved in delivering phonics teaching.
 - The Little Wandle Letters and Sounds placement assessment if children join in Year 2.
 - The appropriate half-termly assessments.
- Children in Year 3 to 6 are assessed through:
 - Ongoing formative assessment by their teacher and any other adults involved in delivering phonics teaching.
 - Summative assessment where appropriate to ensure all interventions are appropriate and address any gaps.
 - Reviewing impact of provision with SENCO and class teacher to ensure appropriate and impactful.