

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

A complete SSP validated by the Department for Education



## Early Reading and Phonics at Oxley Park Academy

Phonics and Early Reading is taught from the very foundations of our school in Nursery through to the end of KSI. Phonics is taught through Little Wandle Letters and Sounds Revised, which is a fully validated systematic and synthetic phonics programme. The programme ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

### How we Teach Phonics

#### Foundations for phonics in Nursery

In Nursery we teach Foundations for Phonics three times a week in small teacher led groups. Each week a sound is introduced through the 'what's in the box?' activity. The teacher clearly models the letter sound and children are encouraged to repeat back the sounds and the words. The initial sound is emphasised and reiterated as new objects are withdrawn from the box. These letter sounds are shared with parents weekly with links to the correct pronunciation. The second session encourages children to 'blend from the box' with a focus on the same sound as the previous session. Subsequently children are encouraged to join in with fun games such as 'Bertha the bus,' 'name play' and 'can you touch your...?' The third session is a recap of the previous sounds taught and embedding the sound of the week through games such as 'what's in the box?' The session ends with name play and a focus on syllables.

Throughout the day in Nursery, staff model the clear use of language and encourage children to do the same. We foster an early love of reading and share many books, stories, rhymes and songs throughout the day. We make links to sounds e.g. when singing Jack and Jill, we may identify that Jack and Jill start with the same sound, 'J.' We access the Little Wandle Nursery rhymes and share these are shared with parents/carers emphasising the importance of identifying rhyming words.

## Daily phonics lessons in Reception and Year 1

In both Reception and Year 1 phonics is taught for 30 minutes a day. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in 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.

## How do we assess phonics knowledge?

In reception and year 1 at the end of each week there is a review session which recaps the learning. There are also whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher's ongoing formative assessment). Children identified in reception, year 1 and year 2 as in danger of falling behind are immediately identified and daily 'keep up' sessions are put in place – these sessions follow the Little Wandle Letters and Sounds Revised programme. In reception and year 1, the children are assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessment tracker. Children in year 1 complete the statutory Phonics Screening Check in the summer term. Children who do not meet standard in the Phonics Screening Check in year 1, will complete this in year 2. Support continues to be put in place for these children.

## Spelling in Year 2

In Year 2 teachers use a Year 2 pathways flowchart to find out if pupils are ready for the Little Wandle Spelling programme. Little Wandle Spelling builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence. The programme provides a seamless link from the core Little Wandle programme to teaching spelling in Year 2.

For any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check will be timetabled daily phonic session. 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 sessions are provided by a trained member of staff.

### Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practise 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 short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

## Reading

### Teaching reading: Reading practice in Reception and Year 1.

In Reception and Year 1 we teach children to read through reading practice sessions three times a week in Reception and two times a week in Year 1. These are taught by a fully trained adult to small groups of approximately six children. Children have reading books matched carefully to their phonetic knowledge. Pupils in Reception will start the term with a non-worded book. As they learn the first sets of sounds in their phonic lessons they will be given a reading book that is matched to the sounds they have been learning in school.

Children read the same book aloud in each of the sessions with growing automaticity and accuracy. 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 year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### Teaching reading: Reading practice in Year 2

At Oxley Park Academy we want all children to have the secure phonic knowledge needed to be able to read fluently. In year 2 we use the Little Wandle Fluency programme. It teaches all aspects of reading using vibrant, diverse and engaging chapter books created by contemporary authors and illustrators. The Fluency programme makes sure every child can become a confident, fluent and motivated reader.

### **Reading for pleasure – Early Years and KS1**

Alongside daily teaching of phonics, reading for pleasure is an important part of our children's journey at Oxley Park Academy. We ensure children develop a love of reading and are exposed to a range of interesting and relevant authors. We promote a love of reading in the following ways including daily story time, teaching of poetry, attractive and relaxing reading areas throughout the school and alongside a decodable reading book children also take home a reading for pleasure book each week.

### **Helpful links and information for parents**

If you are a parent and would like more information about how to support your child with phonics at home, please follow this link to find the Reception and Year 1 overview as well as videos of the sound pronunciations, letter formation sheets and other helpful resources.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>