



CAM WOODFIELD INFANT SCHOOL

GROW – EXPLORE – DISCOVER

Cam Woodfield Infant School

Subject Story for Phonics and Reading



Intent

Phonics (reading and spelling)

At Cam Woodfield Infant school, we believe that all of our children can become fluent readers. This is why we teach reading through the Systematic Synthetic Phonics Programme, Little Wandle Letters and Sounds Revised. 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 Cam Woodfield Infant school, we also model the application of the alphabetic code through phonics in shared reading, 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 in all subjects.

We have become a Wave 6 Partner School, working in partnership with Mangotsfield English Hub. We will receive intensive support to further develop phonics and early reading over the next three years (2024-2027). This academic year (2024/25) we will receive 6 days of intensive support. We have been assigned a Literacy Specialist, who is an expert in phonics and early reading, and he will work alongside our whole staff. We will also receive financial support.

Comprehension

At Cam Woodfield Infant school, 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. They are supported by our Literacy Specialist at the English Hub.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information

- *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *Appreciate our rich and varied literary heritage*
- *Are competent in the arts of speaking and listening*

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.

Phonics in Year 2

- Little Wandle continues in Year 2, where children complete a Phase 5 Review before commencing the Bridge to Spelling, which comprises five weeks of daily lessons. They then go onto the twenty weeks of Spelling Units.
- As seen in the diagram below, children with gaps in their phonic knowledge at the start of Year 2 will complete a Rapid Catch up intervention.



Daily Keep-up lessons ensure every child learns to read

- The reading and phonics lead works alongside our Literacy Specialist to analyse individual children's data. They work together to plan which interventions each child needs.
- Any child who needs 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 regular phonic sessions 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 Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions (Reading Squad) three times a week. These are taught by a fully trained adult to small groups of children. We use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments alongside the Matching Grid document. These 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:
 - Lesson 1: decoding,
 - Lesson 2: prosody: teaching children to read with understanding and expression,
 - Lesson 3: comprehension: teaching children to understand the text.
- In Reception these 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.
- In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books. Children who are assessed as reading within Phase 5 will have a 1 minute fluency check, conducted by their teacher, to determine whether they are ready to read our 'Fluency' books.

Home reading

- The 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, and to promote a love of reading within our wider school community. Reception parents are invited to attend a phonics and reading information session, run by the Phonics and Reading lead. This takes place at the start of Term 1 and two sessions are offered to parents in an attempt to engage as many parents as possible.
- KS1 parents are offered a choice of two parent information sessions at the start of Term 2.

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 Cam Woodfield Infant School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting selection of books that encourage 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 to reflect the current topic.
- All children 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.
- Reception children are encouraged to bring in their favourite 'must read' books from home to share with the class.
- Every class has the chance to use the school library once a week, with the help of our school librarian.
- 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.).

- We have volunteers from Read with Me who come into school every week to read with children in KS1.
- We are in the process of arranging a Pets as Therapy dog to come and read with some of our vulnerable children.
- We have an upcoming reading evening where we have invited children to come to school in their pyjamas to have a bedtime story and warm drink. A book stall will also run during this event.
- We are planning a 'booknic' in the summer where we plan to invite parents to come to school for a picnic whilst reading a book with their children.

Spelling

In Reception and Year 1 children follow the 'Little Wandle' scheme, which helps them to use their phonic knowledge to spell words. From Year 2, children follow the Little Wandle spelling scheme. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics.

Assessment

Children are assessed in phonics every six weeks, using the assessment tools on the Little Wandle website. Teachers input the data from these assessments into the Assessment Tracker, which gives the teachers precise information about the gaps in each child's phonics knowledge. This is then used to plan interventions which are delivered by trained staff.

Progression Across Year Groups

Phonics

In Reception, children are taught Phase 2 and Phase 3 sounds and the skills needed to decode increasingly challenging words as set in Phase 4. This ensures they are ready to access the Key Stage 1 curriculum.

In Year 1, children continue to revisit and review all previously learnt sounds, and are introduced to Phase 5 sounds.

By Year 2, it is expected that the majority of children will have secure phonic knowledge and therefore are ready to move on to learning about spelling patterns and rules. Those children who are not yet secure receive additional support with the identified sounds to ensure all children keep up and no child is left behind. Children use the skills and knowledge gained in phonics to help them progress in reading and writing.

Reading

Throughout their time in **Reception** story times are all focused around a high-quality and engaging text. Children are able to change their 'reading for pleasure' book frequently and also take home a decodable book, matched to their phonic learning, weekly.

As children move in to **Year 1** and **Year 2** they are explicitly taught key reading skills e.g. prediction, inference, clarifying and questioning. They are encouraged to respond to texts both verbally and in written format. They are encouraged to change their books frequently and whilst they are working within the phonics phases, they also take home a decodable book. Children in Year 2 are encouraged to make links between texts that they have read and are taught how to comprehend texts on a deeper level than in Year 1. They have opportunities to discuss events in books and to respond to texts through open-ended questioning.

Impact

We will be able to see that the children know more and remember more through evidence in their reading. We will see that they are able to recall prior learning and apply it in a range of contexts, for example, when demonstrating their understanding in our foundation subjects. We will see that children will have developed automaticity in the required skills they need by the end of each year. This will ensure children start their next year of learning with the necessary skills and knowledge.

- *Children will use vocabulary from their reading in their speaking and writing.*
- *Children will be able to decode and infer when reading.*
- *Children will enjoy reading and see it as purposeful and exciting.*

If you were to walk into an English lesson at Cam Woodfield Infant School you would see:

- *A high-quality text being used as a stimulus for learning.*
- *Lessons include discussions, role-play, debating*
- *A focus on developing vocabulary.*

British Values and Spiritual, Moral, Social and Cultural Learning in Phonics and Reading

British Values: During Reading lessons, children are encouraged to show tolerance and mutual respect by being given opportunities to speak and listen to other people's opinions when discussing their books. Many books we use as a stimulus are diverse and have themes covering tolerance, mutual respect and democracy.

Social: During whole class reading sessions, children are provided with opportunities to socialise with other pupils. They are encouraged to demonstrate their own viewpoints and appreciate others'.

Moral: High quality texts are chosen which allow children the opportunity to investigate and offer reasoned views about various moral issues. They also have the opportunity to partake in debates where they can challenge and appreciate the viewpoints of others.

Spiritual: A focus on reading for pleasure enables children to develop a sense of enjoyment and fascination in learning about the world around them. They are given opportunities to develop their understanding for different people's faiths, feeling and virtues.

Cultural: Children are able to develop, through texts, an understanding of different cultures and beliefs. They are taught to accept, respect and celebrate differences. They are taught that there can be many ideas about one subject and that we all appreciate ideas offered in a discussion.

Pupil Voice

Reception: *"I like phonics because we learn our sounds. We learnt r today."*

Year 1: *"I love reading! Every night when I get home, I read my book."*

Year 2: *"First you've got to read it in your head and then you say it out loud. I like phonics."*

Learning Opportunities



Reception children enjoying a library visit.



Year 1 children identifying different types of punctuation within a text.



A Little Wandle Phonics lesson

Successes in 2023-24

- Phonics lessons follow structure of Little Wandle.
- Secured a 3 year partnership with the English hub – funding has been used to buy more books for our reading scheme.
- **Attainment:** 78.2% of the EYFS children achieved the Early Learning Goal in Comprehension, and 74.5% in word reading.
- **Attainment:** 77% of Year 1 children passed the Phonics Screening Check

Priorities for 2024-25

- Work closely with the English hub Literacy Specialist to improve attainment in reading and phonics.
- Ensure that there is fidelity to the Little Wandle Scheme.
- Ensure that all children are reading books which match their phonics level.