



Dunchurch
Schools' Federation



Dunchurch Boughton C of E Infant Academy and Nursery

Phonics and Early Reading Policy

Latest policy update: December 2023

Version	Date	Author	Changes	Review date
V.1	5.12.23	Suzanne Marson	New policy compared to previous policy	December '24

Vision and Ethos

Our vision as a Church of England Academies, deeply rooted in a strong Christian tradition, is to develop happy children with enquiring minds. We support children to develop a spirit of curiosity and respect for themselves, others, and the environment which we live in so that they will have the skills and resilience to thrive in a rapidly changing world.

As part of the Diocese of Coventry Multi Academy Trust, we have a shared vision of 'Living life in all its fullness', educating for

- wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life
- hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them
- community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth

Our Christian Vision is taken from the Bible verse in **Matthew 7:7: Ask, Seek, Knock**

"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you."

We have chosen this verse in the Bible because it represents our thinking; to be open to ideas: to know that we can ask for and expect help. It speaks of opportunity for all and the idea of "opening doors" resonates with Christians and non-Christian alike.

With the verse from Matthew in mind, we hope to achieve the following aims that have been adopted by our Federation.

- Being educational communities, with clear values and aspirations that inspire each child to reach their full potential.
- Having educational communities in which everyone feels loved, respected and valued
- Delivering an enriching curriculum, through which all children engage in and enjoy learning

Aims

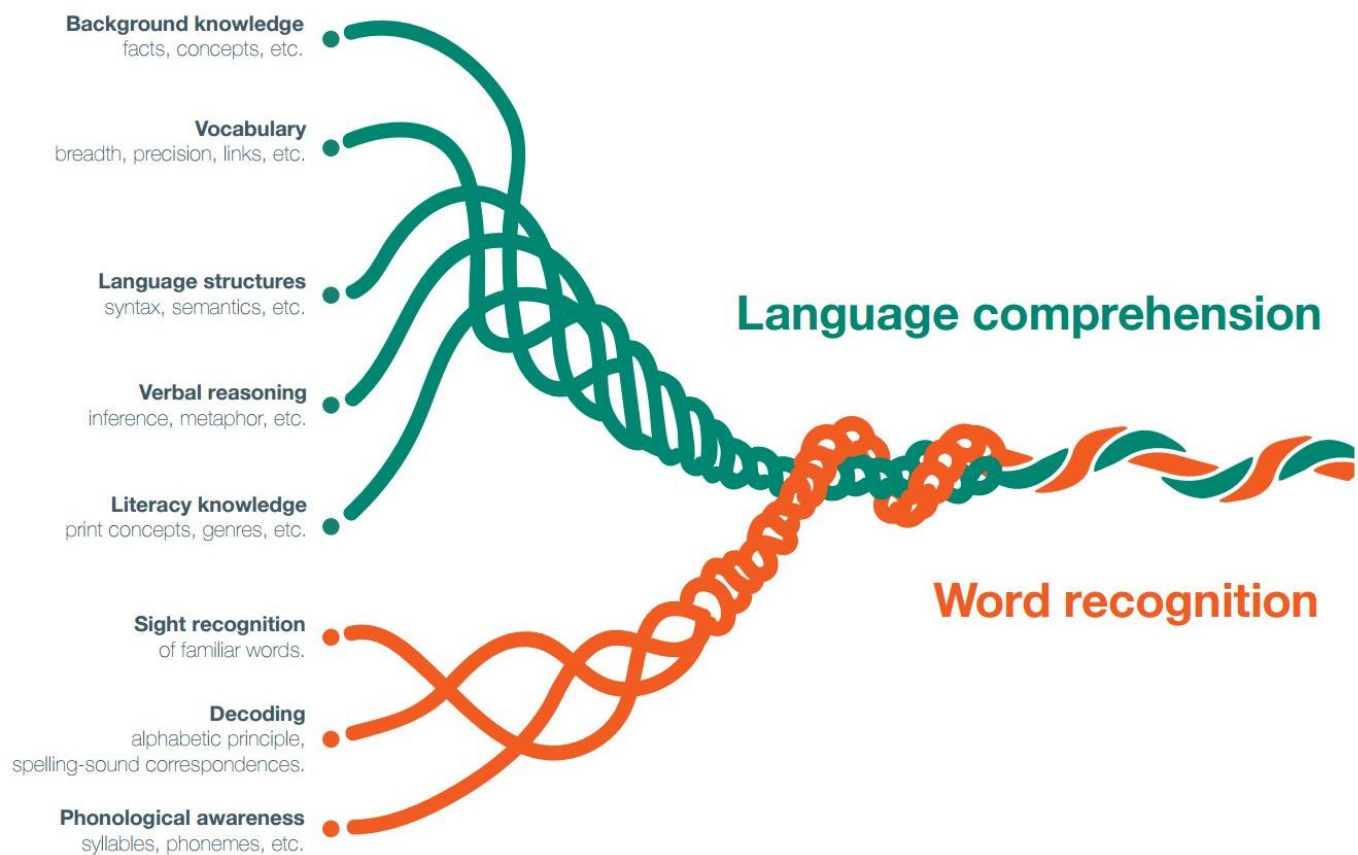
At Dunchurch Boughton C of E Infant Academy, our overarching aims for phonics and early reading is that:

- there is a consistency of approach across the academy.
- children develop high standards of oracy and a wide vocabulary through a language rich environment, including through the immersion of high quality texts.

- children use phonics as the method to read words, quickly sounding out and blending words with confidence.
- children read aloud with prosody and comprehend what they are reading.
- all children will learn to read, regardless of their needs and background.
- children leave us as competent readers who read widely and often.
- children read for pleasure, having identified favourite genres and authors.

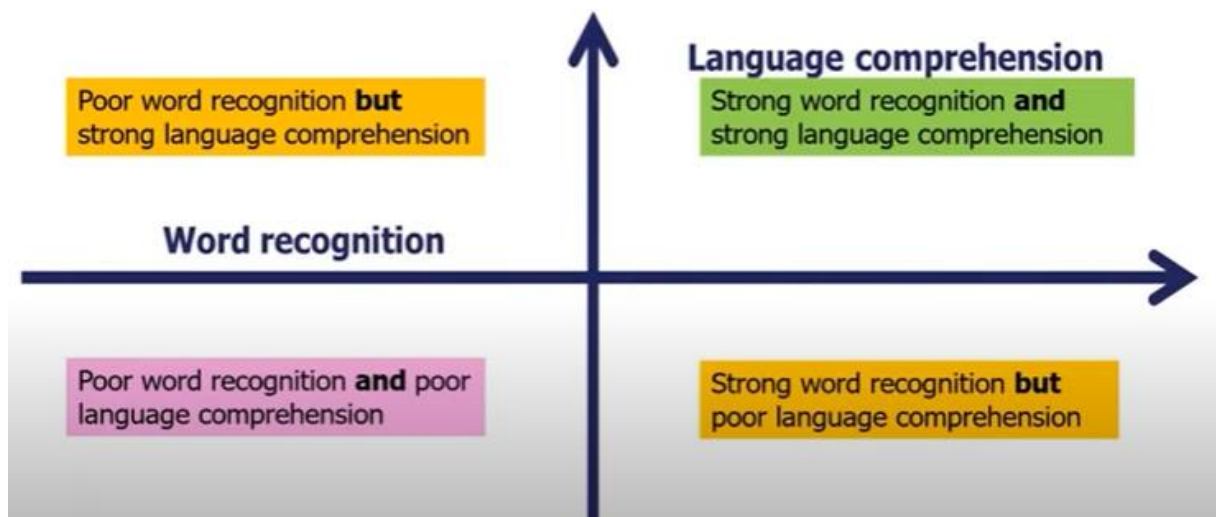
Intent

At Dunchurch Boughton C of E Academy, we value reading as a crucial life skill and believe that all children have the potential to become fluent readers. We have an understanding that developing a rounded, proficient reader will consist of teaching a wide range of components, as demonstrated below:



By the time children leave Dunchurch Boughton C of E Infant Academy at the end of Year 2, we intend that they will read confidently for meaning and regularly enjoy reading for pleasure. We teach reading and phonics using the 'Little Wandle Letters and Sounds Revised' phonics scheme, which is a systematic and synthetic phonics programme verified by the Department for Education. We use Big Cat Collins books to teach reading, which are aligned to the phonics scheme for our early readers.

Our intent is that all children become a good reader, developing strong word recognition and comprehension skills, as demonstrated by the 'Simple view of reading' diagram below.



Implementation

At Dunchurch, we follow the systematic, synthetic Little Wandle phonics scheme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the academy. As a result of this approach, our children are able to tackle any unfamiliar words that contain the phonics sounds that they have been taught. 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 and in all subjects. Progression maps for phonics and early reading can be found in the curriculum area of the [academy website](#).

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our academy. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team so that everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme. All teachers and teaching assistants are trained in the Little Wandle approach.

Phonics

'It is well established that there is a close association between phonological skills and the development of word recognition skills in reading' Erbeli et al. 2018

Foundations for phonics in Nursery

- All rising threes children take part in a small group, daily phonics session focussed on developing sound awareness, alliteration, rhythm and rhyme and voice sounds. This is recapped when children start pre-school.
- From autumn 2 in preschool, nursery children take part in a small group, daily phonics session that has:
 - One focus sound per week, using the Little Wandle pictorial representation cards.
 - Phonics activities from the Little Wandle scheme, developing focussed listening and attention, including oral blending and segmenting skills.
 - The exploration of phonemic awareness, including how phonemes are articulated. Each phoneme has a pronunciation phrase, and the correct pronunciation of pure sounds are taught.

- Within nursery, all children have a name card to practise recognition and writing their name; these cards also contain the correct image for the initial phoneme in their name.
- 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
 - attention to high-quality vocabulary
- Through these approaches, we ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in reception.

The document below outlines the progression within nursery phonics.



Dunchurch phonics
in nursery.docx

Daily phonics lessons in Reception and Year 1

- We teach phonics using a direct instruction approach for 25 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 three of the autumn term, as soon as the baseline is completed.
- All children take part in a class based phonics lesson; we do not set the children by ability. Starting to learn and practice phonics is the best way for children to develop phonemic awareness.
- We follow the Little Wandle phonics scheme with fidelity:
 - Children in reception are taught to read and spell words using Phase 2 and 3 Grapheme Phoneme Correspondences, 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 Grapheme Phoneme Correspondences with fluency and accuracy.
 - Children are taught to read 'tricky words' (common exception words), understanding which part of the word is tricky e.g. in said understanding that the ai is the tricky part of the word, representing the 'e' sound.
- Phonics lessons include the children verbalising phonemes regularly, with the teacher ensuring these are pronounced correctly.
- Lessons include opportunities to practise sounding out, blending and reading words and sentences, along with an element of segmenting for spelling.
- Pseudo words are included within the scheme of work to prepare children to access the Year 1 phonics check, but these are not taught regularly on a daily or weekly basis as the children will not encounter these in their day to day reading.
- Revisit and review sessions are planned within the scheme of work to move Grapheme Phoneme Correspondences into long term memory. During these sessions:
 - Although sound buttons are used when introducing words for the first time, during revisit and review sessions these are not present.
 - Teachers must use those revisit and review words from the model plan, but also include any words that have been a common misconception for the children throughout teaching.
- Misconceptions such as mispronouncing a phoneme are addressed immediately within the lesson, they are not left until the following day. The teacher and teaching assistants monitor and respond

to children in the moment, as well as noting down anything that needs further practise later in the day.

- Encoding is used at the end of each session, spelling words / sentences daily.
- The only resources used within the phonics lesson are those provided by Little Wandle. These resources and routines are familiar to the children, reducing their cognitive load.
- At the end of year 1, children are well prepared to follow the spelling, punctuation and grammar lessons taught in year 2.

The programme overview of phonics taught in reception and year one can be found in the document below:



Programme-Overview
w_Reception-and-Ye

An outline of a typical phonics session can be seen in the document below:



Typical phonics
lessons.docx

Grammar, Punctuation and Spelling lessons in Year 2

- Children will have completed their phonics learning in year 1, and be ready to move onto grammar, punctuation and spelling lessons, which are taught for around 25 minutes daily.
- Any child who has not yet met the year 1 phonics expectations will continue to receive intervention to ensure that they close the gap.
- The lesson structure for grammar, punctuation and spelling lessons follows the same lesson structure as the Little Wandle sessions, providing predictability for the children and reducing cognitive load.
- Within the grammar, punctuation and spelling lessons, the previously learnt grapheme phoneme correspondences are built on, focusing on using these for spelling.

The overview of the grammar, punctuation and spelling curriculum taught in year 2 can be found below:



Grammar
Punctuation and Sp

Same day keep up support

Teachers must constantly use assessment for learning throughout the lesson to identify those who need additional support. Some children may need an occasional short burst of same day keep up support to practise a particular word or Grapheme Phoneme Correspondence ready for the following lesson. In this circumstance:

- The class teacher must ensure this happens on the same day.
- The class teacher or teaching assistant may support the child to review the morning's lesson, using the same resources used in the lesson,
- The class teacher should use a yellow wrist band to support the children, containing a word or grapheme that they have found difficult that morning. The orientation will be positioned so that the child can read the word / grapheme. Adults throughout the academy should ask the child what it

says when encountering them to provide them with frequent practise throughout the day. This may also be sent home as a flashcard.

Daily phonics keep-up lessons ensure every child learns to read (reception to year 2)

- 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.
- Keep up sessions will be based on the assessments completed of each child and will be used to fill any gaps.
- Keep up sessions may be carried out in small groups where there is a common gap or may be carried out individually where a child still needs keep up support following small group support or is significantly behind age related expectations.
- Teachers are forensic with their phonics assessments and use these to inform the plans and activities for keep up sessions, or to inform a common misconception for the class.
- Teachers ensure that keep-up support takes place beyond any reading or phonics lessons. These sessions are held in addition to the phonics lessons, not instead of them.
- Any children in danger of falling behind or are already behind with their reading or phonics are always sat within the direct eyeline of the teacher during phonics lesson.

Rapid catch up programme (year 2)

- We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the statutory 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.
- Should the children still not have met the Year 1 expectations by Christmas of year 2, a rapid catch up programme will be used. This is a Little Wandle programme that focusses on the key graphemes that children need to become successful readers.

Planning for keep up and catch up interventions

When planning for keep up and catch up interventions, we ensure that:

- they take place in a quiet place, at a regular time every day so that the children become familiar with the routine
- these are a priority, with maximum efforts made to avoid disruption or cancellation to these specific interventions
- they are provided by a well-trained adult (teacher or teaching assistant)
- all interventions use the Little Wandle approach, being consistent with the mainstream phonics programme
- activities are included that secure the important phonic knowledge the children have not grasped

Reading

Teaching reading: Reading practice sessions

We teach children from reception to year 2 to read through adult guided reading practice sessions three times a week. These sessions are used to *teach* children to read, not to simply hear them read aloud. Each component of knowledge needed to be able to read is given repeated practise through the sessions, building automaticity. These sessions:

- Are taught by a fully trained adult to small groups of up to eight children, with every child using their own copy of a reading book.

- Are taught in groups of children who are of a similar ability.
- Are taught using entirely phonetically decodable books that are consistent with developing phonic knowledge, and do not require other strategies to be used to work out words.
- Use books from the Big Cat Collins book scheme, matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments. Children will only be provided with books where their phonics assessment demonstrates that they are secure with the graphemes they contain.
- Have planned and spaced retrieval built into sessions, recapping grapheme phoneme correspondences, high frequency words, tricky words and ambitious vocabulary.
- Are planned for and monitored by the class teacher, who provides the book and pre-prepared resources (word cards, phoneme cards and comprehension questions). The class teacher rotates and works with each group on a regular basis.
- Allow all children to read aloud at their own pace with the adults tuning in so that the amount of time the children are reading is maximised, we do not use a 'round robin' approach at any time.
- are delivered in all year groups, with the exception of nursery.
- 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, using the same book in each session throughout the week:
 - Session 1 – decoding the text, beginning to build fluency.
 - Session 2 - prosody: teaching children to read with intonation and expression, reading with greater fluency.

Building fluency in session 1 and 2 enables greater success in session 3: comprehension.

 - Session 3 - comprehension: teaching children to understand the text. During these sessions children will be encouraged to speak in full sentences, and sentence stems may be provided for use by the adult such as 'I know this because' The teaching of comprehension strategies is made explicit, using a metacognitive approach. Children will be asked to explore questions that have been pre-prepared by the class teacher for the focus of that lesson. As this is the third time that children have read the book, they will already be familiar with the text, reducing cognitive load and freeing up working memory to focus on the aspects of comprehension. One area of comprehension will be focussed on within this session, to avoid overloading the children's working memory.

Session 3 will always be verbal discussion around the text.

Areas of comprehension that may be focussed on in this session include:

 - making predictions, including what might happen next, or what might happen in a further story.
 - identifying key aspects of fiction and non-fiction and retrieving information from the text.
 - identifying key aspects of events, including sequencing and summarising these.
 - identifying vocabulary, answering what words suggest that ... questions and discussing word meanings, including making links with word meanings already known.
 - making inferences and deductions.
 - exploring a character and their actions.
 - making comparisons and connections within texts and between different texts .
 - formulating questions.

- answering questions to deepen understanding and reflection – how do you know that? Why do you think that? What helped you to work that out? When did you realise that? Could there be a different explanation? Is there anything that puzzles you? What pictures did you have in your mind? Where did they come from? Did it remind you of anything else you have read/seen? What made you change your mind?
- In Key Stage One, reading practise sessions start in week 1 or 2 of the new academic year.
- In Reception, reading practise sessions start from autumn 2, or earlier in the academic year for those children who are confidently blending to read CVC words in their phonics lessons.
- Children in reception who are not yet blending by autumn 2 have daily additional practice in small groups during their reading practise time, so that they quickly learn to blend and can begin to read books as soon as possible. During comprehension sessions, children will use wordless books. The aim is that all reception children can blend and are starting to read books containing words by Christmas at the latest.
- When teaching reading, children are taught only to use phonetic strategies for decoding and reading words aloud. However, they will be taught to use other strategies such as using pictorial clues, when learning how to answer comprehension questions.
- In Year 2, we continue to teach reading in this way for any children who still need to practise and/or consolidate their reading with decodable books. Year 2 children who are secure with the year 1 expectations of phonics and who read phonetically decodable books with fluency and understanding continue to take part in reading practise sessions using books that are from a range of publishers to continue to develop their reading skills and vocabulary knowledge.
- Within Key Stage One, if children are not reading to an adult, they are provided with a reading task to practise their decoding and prosody skills by reading aloud alongside their partner. They then follow this up with a short comprehension task.

An overview of the typical structure of the reading practise lessons, along with the format used to plan record reading practise sessions, can be seen in the document below:



reading prompt
sheet.docx



Reading Practice
weekly sheet.docx

Ensuring consistency and pace of progress

- Every teacher and teaching assistant in our academy 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 books used to match the phonics programme.
- Lesson templates, prompt cards and 'how to' videos ensure teachers all have a consistent approach and structure for each lesson.
- Senior leaders use the outline documents to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Additional reading support for children who need support to keep up

- Children in reception and year 1 who need support to keep up will take part in daily keep-up sessions with an adult, focusing on their phonics knowledge.

- Children in year 2 who need support to keep up will take part in daily keep-up sessions with an adult, focusing on their phonics knowledge using the year 1 assessment grids. This will be in addition to their class lessons.
- If a child has a secure phonics knowledge but is experiencing difficulties with comprehension skills, keep up support will be arranged to support this aspect of reading. Keep up support will always focus on phonetic skills initially, as if children aren't reading fluently, comprehension will be harder to grasp as children will find it difficult to make sense of the text as a whole.

Class texts – within lessons and story time

At Dunchurch Boughton C of E Infant Academy, we understand that sharing stories, poems, rhymes and non-fiction supports the formation of the foundation of children's language acquisition and comprehension. We understand that there can be a stark difference between the early language acquisition of different children, and that this can be supported through a highly effective early years curriculum. For this reason, we place a high emphasis on communication and language, phonics, early reading and vocabulary development. Staff are aware of those within the cohort whose spoken language knowledge places them at a disadvantage. They focus on ensuring these children close the gap between themselves and their peers.

High quality class texts are used as a vehicle throughout the curriculum across the academy, containing a broad range of text genres, styles and narrative structures, and types of non-fiction texts. These are at a higher level of reading than children can access independently, providing children with access to a range of vocabulary, language structures and knowledge of the world. In addition to this, all classes must take part in a timetabled story time daily. These high quality texts are carefully planned, ensuring a wide range of genres and styles are included, along with the promotion of diversity.

Adults support children to listen attentively and become familiar with traditional and modern stories, recognising and joining in with predictable phrases, reciting some poems by heart and encouraging children to use new vocabulary in a range of contexts. Adults model reading with fluency, expression and enjoyment and encourage discussion to support children in becoming comfortable with a rich range of vocabulary and language structures.

Poetry – within lessons and rhyme time

Within the planned for curriculum, children have the opportunity to listen to, respond to and recite a range of poems, chants and rhymes. Learning about poetry enables the children to develop further understanding of vocabulary and language structures. There is a planned for progression of poems, chants and rhymes in place.

Adults reading to children (stories, non-fiction and poetry)

Adults will already be familiar with the stories they read to children so that they can read them effectively using the strategies below. Adults will be aware that when they read stories to children they are acting as a role model, so should read with fluency and expression to engage the children.

- Adults should sit where they can be sure that all children can see the book easily when it is shown.
- Adults should model reading with prosody.
- Adults should consider the voice they use – a neutral voice for the narrator, and a voice for characters that indicates their character such as slow, loud, squeaky, low etc. The character voice should be maintained throughout the text.
- Adults may wish to use pauses to build tension, allow for the building of anticipation or to demonstrate shock.

- Word meaning are discussed either in the second reading of a story or during a lesson focussing on vocabulary. Word meanings are told to the children, encouraging them to guess could lead to misconceptions and distract from the story being read.
- Asides might be used to demonstrate thinking – ‘I wonder why he did that?’ ‘What will he do next?’
- Memorable words and phrases should be emphasised when reading aloud, and children may automatically join in with these. These phrases might be used in different contexts throughout the day.

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)

If children struggle with reading early on in their reading journey, they may not be persuaded to read more. These research findings emphasise the overriding importance of children getting off to a successful start with reading, as this is the strongest predictor of later motivation.

We work hard to grow our ‘Reading for Pleasure’ pedagogy, knowing that getting lost in a book is not only good for developing reading skills, it can also be a strategy for improving mental wellbeing. We encourage reading for pleasure by using the following strategies:

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including those that open windows into other worlds and cultures. Story time is for teachers to read all the way through the stories or poems without stopping; this is time for children to get lost in the story, with time at the end for children to respond. These responses are not for children to ask comprehension questions, they are personal response as to how the story made children feel and to express their likes and dislikes. Through story time, children will be exposed to a wide range of vocabulary and will get to know a variety of stories, more than they would ever read by themselves.
- Every class teacher reads a story, or at least a chapter of a story where children are reading longer books, to their class daily. Children also have an opportunity to listen to / join in with a poem, rhyme or chant daily.
- Every classroom has an inviting book corner that encourages a love for reading. These contain a mixture of quality story, poetry and non-fiction books. Some of these books are phonetically decodable for the age of the children in the room. We curate these books and talk about them to entice children to read a wide range of books. There is a manageable number of books in these areas, so that children are able to select what they are looking for. The books within book corners may be added to and rotated throughout the academic year as children get to know more stories.
- In nursery and reception, children have access to the reading corner every day in continuous provision 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 the academy, and the adults will write in this on a regular basis to ensure communication between home and school.
- Each class visits the academy library weekly, with children taking home a book that interests them to share with their family. Nursery children also visit the local community library around once per month (a group of children per week).
- World Book Day is a key event of the year, providing children with the opportunity to dress as a character and share a book they like to read.
- A local book shop provides reading recommendations for specific year group, local discounts and a book fair within the academy.

- Children have the opportunity to work with an author each academic year, with local authors used where it is possible to do so.
- Children across the academy have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- Children are encouraged to experience reading at home five times per week. This may be through practising a reading book sent home, or through a parent or other family member reading a story to the child.

Displays and prompts

Reception, year 1 and year 2 classes must have:

- a phonics display in their class, displaying the Little Wandle phonics flashcards, wall charts or frieze for the Grapheme Phoneme Correspondences that the children have learnt. In year 2, these serve as a reminder.
- A display of the tricky words taught so far.
- resources displayed at an appropriate height for the children to access.
- Little Wandle phonics mats available on tables for children to use at all times, matched to their corresponding year group. Children with Special Educational Needs may need access to a phonics mat at a lower stage to support them with their developing phonics knowledge.

Home reading

- Any reading undertaken at home is to develop a love of reading or to celebrate the reading carried out during reading lessons. We do not expect parents to teach their children to read, but to practise and celebrate the reading already carried out in school.
- Each week the children take home two books – a reading practise book and a shared reading book.
- In reception and year 1, the decodable reading practice book is taken home weekly to ensure success is shared with the family. These must be returned the following week before a new book is issued.
- In year 2, the reading practise book that has been completed is taken home to enable the children to share their success and knowledge with their family. These must be returned the following week before a new book is issued.
- Reading for pleasure books also go home for parents to share and read to children for all children across the school.
- 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.
- We are aware that not all parents will be able to support children's reading at home, although when a class teacher becomes aware that a child is not reading at home they will discuss this with parents to see if any further support can be offered. Where children still do not have the opportunity to read at home, staff will provide the child with additional opportunities to read at school.
- We educate parents in our approach to reading through curriculum evenings at the start of each academic year.
- Children also take home a phonics and home reading sheet linked to their learning content for the week.
- Each week, children take home a homework sheet that details:
 - The grapheme phoneme correspondences taught.

- Words containing the grapheme phoneme correspondences taught that week. These can be used for reading and spelling.
- A sentence to read containing the grapheme phoneme correspondences taught that week.

Vocabulary

The teaching of vocabulary takes place within both phonics and reading sessions. We aim that children develop a wide knowledge of vocabulary throughout our curriculum, including within reading and phonics. In phonics sessions, the words to be read often include ambitious vocabulary. These words are put into context and their meanings explained by the teacher so that the children have a clear understanding. In reading practise sessions, there are clearly identified ambitious words identified within the book. At the start of each session, these words are read together, with their meanings explored and put into context. During whole class reading, the teachers will explain the meaning of unknown words at the end of the book or chapter, putting these words into context.

Adaptive teaching and children with Special Educational Needs

All staff across the academy use a metacognitive (thinking aloud) approach to support all children, which also benefits those children who need some additional support. Visual representations are used to support learning where possible, such as with pictures of the ambitious vocabulary used within reading practise books, supporting the teaching of vocabulary in context.

All pupils follow the same phonics curriculum for phonics and early reading. They must learn the phonic code to become fluent decoders and readers. Pupils with SEND may take longer to secure some of the components of early reading and phonics. The curriculum components may need to be broken down into smaller steps and are repeated more often until children are able to recognise graphemes within words with automaticity. Additional support through a keep up or SEND programme approach for those who are significantly behind their peers, is prioritised to enable children to become fluent readers.

Any additional intervention provided is not a different curriculum. Interventions follow the same curriculum progression but provides sufficient practice so that pupils secure their understanding of the essential components of phonics and early reading. Interventions enable children to have more opportunities for repetition where necessary, securing essential knowledge and leading to automaticity.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it; we do not wait to intervene if they run the risk of falling further behind. Our assessments are used to find out if the children have remembered the intended curriculum and to identify any specific gaps that children may have in their learning to inform future planning and teaching.

- **Assessment for learning** is used:
 - daily within lessons to address misconceptions at the point of teaching
 - daily within class to identify children needing keep-up support, teachers do not wait until progress checks to take action if a child is falling behind.
 - weekly in the review lesson to assess gaps, address these immediately and secure fluency of Grapheme Phoneme Correspondences, 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, including whole class additional phonics sessions to address common misconceptions immediately within the review week.

- to ensure that the children are provided with the correct reading practise books that are matched to their phonics knowledge.
- by class teachers and senior leaders, and is 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.

Class teachers input the outcomes of the six weekly assessments into the Little Wandle Assessment tracker and scrutinise these for misconceptions. Class teachers then these assessments with the Reading Leader on a six weekly basis, and also discuss these as part of gap analysis meetings.

In addition to the Little Wandle assessments, we have whole school reading assessments that are carried out each term, with teachers identifying if the children have the knowledge and skills to be on track for achieving the expectations for their year group. Assessments are formed using the information from the Little Wandle assessments, along with evidence gathered through reading practise sessions, class teaching sessions and any additional keep up sessions where this is appropriate to the child. Moderation takes place on a regular basis, to ensure that there is consistency in the assessments made.

Carrying out the assessment

- When carrying out the assessment tasks, children are provided with a grid, composed by Little Wandle.
- The grapheme phoneme correspondences taught that half term are assessed as standalone graphemes and within words.
- The expectation is that children read the majority of these words correctly, and that at least 5 of these are read without segmenting and blending the words in order for the children to be secure.
- All assessments in reception and year 1 are recorded using the Little Wandle online assessment tool, building a heat map that can be forensically analysed. Children who need catch up support in year 2 also have assessments recorded using the online assessment tool.

Statutory assessment

- Children in reception are assessed using the Early Learning Goals at the end of the foundation stage.
- Children in year 1 take part in the Phonics Screening Check. Any child not meeting the standard of the check takes part in the check again in the summer term of year 2.
- Children in year 2 take part in SATs reading tests at the end of the summer term. These are no longer statutory, however they provide summative assessment data to support in their key stage transfer.