



CAPS Phonics Policy

2023-24



Intent

At Chapel Allerton Primary School, we believe that all our children can become fluent readers and writers. We teach phonics through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We begin teaching phonics in the EYFS and follow the *Little Wandle Letters and Sounds Revised* progression document, which ensures children build on their growing knowledge of the alphabetic code, grapheme-phoneme correspondences, blending for reading and segmenting for spelling. These skills will provide our children with the building blocks they need to read and write words and sentences accurately. Our overall aim is for our children to master phonics as they move through school and support them in developing a lifelong love of reading and writing.

Implementation

At CAPS, we start the *Little Wandle Letters and Sounds Revised* phonics programme in Foundation 1 and phonics is taught daily. 'Foundations for Phonics in Nursery' resources are used to support staff to provide a balance of child-led and adult-led experiences that meet the curriculum expectations for 'Communication and language' and 'Literacy'. Foundation 1 have their own long term phonics progression overview, focusing on Phase 1 areas of learning. Oral blending and segmenting are taught discreetly in order to prepare children for Foundation 2.

In Foundation 2 and Year 1, children are taught daily, discreet phonics lessons. Phonics teaching begins during the children's first few weeks at school in Foundation Two. We follow the *Little Wandle Letters and Sounds Revised* progression document. Children in F2 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.

Any child in F2 or Year 1, who needs additional practice, has frequent Little Wandle 'Keep-up' support, delivered by a fully trained adult.

In Year 2, whole class, daily phonics teaching continues where necessary, depending on the needs of individual cohorts. Any children in Year 2 who are not yet reading fluently and/or did not pass the phonics screening check, will access Little Wandle's 'Rapid Catch Up' programme.

Little Wandle's 'Rapid Catch Up' programme is also delivered to children across KS2 who did not pass the phonics screening check and to children who did pass the test but are not at age related expectations in reading, if phonics is where their gaps in learning lie. For those children who are secure in phonics, but not at ARE in reading, they will access our comprehension and fluency intervention, Reading Rocketeers.

The following '**non-negotiables**' have been shared with staff and aim to ensure consistency of phonics practice across school, allowing staff to deliver high quality phonics teaching:

Teaching and consistency in delivery

All year groups follow the *Little Wandle Letters and Sounds Revised* phonics progression map. Whole class teaching is prioritised in Foundation 2 and Year 1. The Rosenshine principle of 'I do it, we do it, you do it' is threaded throughout each lesson.

- Every teacher in our school has been trained to teach phonics, 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.
- Phonics lessons comprise of review, teach, practice and apply elements.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
 - Lesson templates and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson. Key vocabulary is used across school, including:

- **Blending** for reading (adult to point to each grapheme in a word and sweep underneath whilst children 'sound talk and blend').
- **Segmenting** for spelling (use of segmenting fingers to sound talk and blend a word before writing it).

NB: A key terminology and mantras document has been created and shared with staff to ensure consistency of language across school.

- The English and Phonics Leaders regularly monitor and observe teaching on a rolling cycle, providing timely feedback and development points that are returned to in the next observation in order to improve practice; they use the summative data to identify children who need additional support and gaps in learning.

Displays

Each class must display the following phonics resources:

- LW 'Grow the code' wall charts.
- LW grapheme mats displayed in areas of provision/available for small group work.
- LW grapheme frieze displayed in F2 and Year 1.

Reading practice sessions

We teach children to read through reading practice sessions three times a week in F2, Year 1 and Year 2 as appropriate. 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.
- 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 practise 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 Reception, we start by hearing the children read on a 1:1 basis. At a time we feel meets the needs of our children's early reading development, we begin to put the children into reading practice groups. Children who are not yet decoding have daily 'Keep up' in small groups or 1:1, so that they quickly learn to blend and can begin to read books. In Year 1, the reading practice sessions run all year round.

In Year 2, the children begin the year by continuing the LW reading practice sessions before moving on to whole class VIPERS lessons in line with the rest of school by the end of the first half term. Reading practice sessions using LW's decodable books will continue for groups of children in Year 2 and KS2 until they have completed the LW Rapid Catch Up programme.

Home reading

The decodable reading practice book is taken home to ensure success is shared with the family. Children must take home a closely matched phonics book that links to the child's current phonics level. This book should be read with 90% + accuracy. It is expected that phonics books should be read at least 3 times at home to build on the skills outlined above and promote fluency. A self-chosen, 'reading for pleasure' book from our school library is also taken home by the children each week. 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.

Once children have reached Phase 5, set 5 books within the LW phonics programme, they then move onto our levelled reading scheme, Oxford Reading Tree, from the start of Year 2 onwards. Our overall aim is for all children to become fluent free readers by the time they leave CAPS.

Phonics Interventions

In F2 and Year 1, intervention groups are led by a fully trained adult using *Little Wandle Letters and Sounds Revised* 'Keep up' support guidance to plan and deliver these sessions. Each session will last no more than 10 minutes and be delivered at pace. Sessions will take place at least 3 times a week. Keep up sessions 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.

The LW Rapid Catch Up programme is delivered to children in Year 2 and above if they did not pass the phonics screening check and/or they are not at ARE in reading, if phonics is where their gaps lie.

Children with SEND who require additional phonics support will follow the Little Wandle Keep Up/Rapid Catch up programmes, at a rate appropriate for them. Alternatively, the rainbow alphabet arc intervention, or 'precision teaching', which is taken from the specialist reading programme ALK, will support children identified with specific needs with their understanding of the alphabetic code.

Impact

At CAPS, the impact of high-quality phonics teaching and assessment will ensure that we develop each child so that they are able to read with fluency as well as develop a lifelong love of reading. High quality phonics teaching also ensures that our pupils gain the necessary skills to become competent spellers and enthusiastic writers. Children's acquired phonic knowledge will also shine through in their reading and writing, across a range of subjects. Regular monitoring and feedback to staff will continue to improve outcomes.

In F2 and Year 1, we use the *Little Wandle Letters and Sounds Revised* assessment tracker to monitor progress and to identify any child requiring additional support as soon as they need it.

- Assessment for learning is used:
 - daily within class to identify children needing additional 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 the English and Phonics leaders, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- Statutory assessment:
 - Children in Year 1 sit the Phonics Screening Check which measures attainment formally. Any child not passing the check, re-sits it in Year 2.
- Children in Year 2 to 6 are assessed through:
 - their teacher's ongoing formative assessment.
 - the *Little Wandle Letters and Sounds* Rapid Catch Up programme assessments.

NB: 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 appropriate extra teaching.