

## The Teaching of Phonics at Lyne and Longcross Primary School

### Consistency Document

At Lyne and Longcross Primary School, we place a high importance on the teaching of phonics and early reading in Reception, KS1 and beyond for those who require additional support. Our aim is for children to be confident and fluent readers who have the skills to decode and comprehend a range of texts, whilst being expressive in their reading. For this to happen, we understand that the teaching of phonics and early reading needs to be consistent as children transition from one year group to the next. Below is a consistency document for all teachers and support staff to follow to ensure that the high-quality teaching of phonics and early reading is understood by all to ensure a positive impact on all children in our school.

### Teaching of phonics in Reception and Year 1

<u>What do we do?</u>	<u>How do we do it?</u>	<u>Why we do it this way?</u>
<b>Phonics is taught daily in reception and year 1</b>	Lessons are planned daily, following Little Wandle Letters and Sounds Revised and last between 25-35 minutes	Following the sequence of teaching and learning helps to reduce the cognitive load for children and repetition aids learning for long term memory
	In reception the review session is taught on a Monday	Children are at Forest School on a Monday and the class teacher has release time. TAs review the learning from the previous week. Adults have the opportunity each week to watch the class teacher deliver the lessons to aid consistency in delivery.
	Large Phonics grapheme cards, small grapheme cards and wall charts are used and referred to in every phonics lesson.	These resources have pictures to support children's learning of each phoneme.

<p><b>Teachers use PowerPoint slides to deliver the lessons</b></p>	<p>Plain slides with a white/cream background and black Comic Sans font are used on slides</p> <p>Teachers must make sure to stand/sit in a place where they can see all of the children during the sessions.</p>	<p>A PowerPoint slide means that all children can see the board and text clearly, including children who may have a visual impairment. This allows for the teacher to make accurate assessments during teaching.</p>
	<p>On the slides where children are required to read words, phrases and sentences colour coding is used as seen in the example below:  <b>The dog likes</b> to play in <b>the</b> <u>g</u>arden.</p>	<p><b>Red</b> - shows tricky words, they stand out to remind children that they cannot be sounded out.</p> <p><b>Blue highlight</b> shows an alternative spelling which is used in year 1 lessons when the children have learnt their alternative sounds.</p> <p><b>An Underline</b> shows a digraph/trigraph identified in the word.</p> <p>If needed teachers may also place individual sound buttons under individual phonemes.</p>
<p><b>Teachers use actions and mantras in each lesson</b></p>	<p><b>Actions</b></p> <p><b>Hand to ear</b> - Children repeat after the teacher</p> <p><b>Pointing to self</b> - Children know it is the teacher's turn</p> <p><b>Phoneme Fingers</b>-Teaching strategy of using fingers to segment a word</p>	<p>It is important for actions and phrases to be consistent to help reduce the cognitive load for children and to help them know what is expected at different parts of the lesson.</p>

	<p><b>Words/Phrases</b></p> <p><b>Speedy sounds-</b> Recapping previously taught GPCs</p> <p><b>Shuffle time-</b> Used to shuffle GPCs during teaching</p> <p><b>Copy Me</b> - Instructing children to copy the teacher</p> <p><b>Chunk it up</b> - Teaching children to break up a longer word into smaller pieces to make it easier to read</p>	
<p><b>All children are taught the phonics input at the same time</b></p>	<p>All children participate in the phonics teaching and learning each day.</p>	<p>This is in line with the expectations of the programme to allow for teachers to make assessment judgements daily. However, we do recognise that there may be some cases where children with additional needs may need an adapted programme. This sessions will be planned for using assessments from the teacher and support staff.</p>
<p><b>Regular opportunities to practise Phonics during the school day</b></p>	<p>Teachers have organised the Little Wandle word cards into term and week pouches that should be used regularly throughout the school day. Examples of this might be, during lining up time, choosing children to get ready for lunch by reading a word card etc.</p>	<p>Regular practise throughout the day helps to embed the learning and knowledge taught.</p>

## Teaching of Reading in Reception and KS1

<u>What do we do?</u>	<u>How do we do it?</u>	<u>Why do we do it this way?</u>
<b>Children read in groups based on their secure phonic knowledge</b>	Every 6 weeks children complete assessments and results are used to identify the appropriate book level for children. For children with gaps in their knowledge or who are making excellent progress, they will have a reassessment at 3 week intervals. During the reassessment, the adult will assess for progress of the previous gaps in knowledge.	It is important that children are reading books that match their phonic knowledge so that they can develop fluency in their reading, reading at 90% accuracy for the development of their confidence. The 3 week reassessment allows us to identify children who are making rapid progress and will ensure that they are on the most suitable book for their phonic knowledge rather than waiting a whole half term.
<b>Children read in their groups twice a week.</b>	We have 6 copies of each Big Cat Collins for Little Wandle Books to use during group reads	These books have been designed to match Little Wandle Letters and Sounds Revised scheme
	Teachers and support staff plan time in the week for each group to read twice, the first session is focussed on the skill of decoding and the second looks at prosody and comprehension.	We are able to fit two group reads into the time table and parents complete the third read as part of the home learning activity (via ebooks).
	The reading books are sorted into packs and each pack has adult prompt sheets for the three skills along with GPCs, words and	Packs are easy to use and the pre-made resources allow for effective use of reading time.

	tricky word cards to use for pre-reading activities.	GPCs, word cards and tricky words are used as pre-reading activities so that children know the words and phonemes that will be in their books
	<p>Teachers write feedback on the sessions on guided reading templates as a record of progress.</p> <p>Teachers provide feedback to parents in the form of a star and a next step in children's yellow diaries each week.</p> <p>Teachers and support staff have a template of comments to use so that when the teacher is not able to read with a group, comments clearly identify the children's strengths and areas for development.</p>	Records of progress help teachers and parents to know each individual's strengths and areas for development in order to support further.
<b>Each child's reading level is tracked each half term.</b>	Each class has a half termly sheet from Reception to year 2 for teachers to log children's reading levels at the end of each half term. This is then saved onto the server.	Tracking book bands from Reception, allows for teachers to monitor progress and to put support in place for children who are not progressing through the bands at an expected pace.

### Supporting Children Who are Not on Track in Phonics

<u>What do we do?</u>	<u>How do we do it?</u>	<u>Why do we do it this way?</u>
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<p><b>Half termly assessments to monitor phonics progress</b></p>	<p>We use the Little Wandle Analysis tool to input and record our phonics data each half term.</p>	<p>It collates all of the information into grids that help teachers to identify gaps in GPC knowledge, word reading and tricky word knowledge.</p> <p>The tool helps to identify if multiple children have similar errors which need whole class re-teaching; this is where assessment should filter into teaching.</p> <p>The tool helps to identify children who would benefit from keep up groups or additional 1:1 support.</p>
<p><b>Use half termly assessments and assessment of learning during daily phonics to plan support for children who require it.</b></p>	<p>When gaps in knowledge are found in a large portion of the class, lessons should be adapted to include these areas as part of the revisit part of the lesson.</p> <p>Where the teacher believes that children would benefit from individual or group targeted support, short sessions are planned for by the teacher for teacher and/or support staff to complete with the child daily (5 minutes max).</p> <p>Teachers and support staff watch 'How to videos' on the Little Wandle Website to understand delivery and make plans that cater for the needs of the children.</p>	<p>It is more efficient and effective to address and reteach areas to the whole class where a large number of the children have not secured their knowledge.</p> <p>Short, regular bursts of targeted support will help children to retain knowledge through repetition on a 1:1 basis.</p>

<p><b>Parents in Reception and Year 1 are informed of phonics progress each half term.</b></p>	<p>Parents are given a copy of each phonic assessment each half term and teachers use parent-teacher meetings and opportunities after school to discuss assessments. For children who require additional support and teachers offer ideas of how to support further at home at home.</p>	<p>It is important for parents to see the progress that their child/children have made each half term so that they can celebrate successes and understand areas for development.</p>
<p><b>Children who have not completed the phonics programme of learning at the start of year 2 (and beyond) will continue to receive support in the form of group reads.</b></p>	<p>Children who at the end of year 1 who have not completed the phonics programme of learning, as highlighted in their assessment results, will continue weekly read alongside an introduction to whole class reading.</p>	<p>It is vital that children complete the phonics programme so that they continue their journey to being fluent, confident readers.</p>
	<p>Teachers in KS2 identify children who require additional support and placement assessments are carried out to identify the set of books suitable for their phonic knowledge. A member of support staff will then lead group sessions to aid progress of reading, sending eBooks home to practise alongside in school reading.</p>	<p>It is important for all children across the school to be supported in their reading journey at a level appropriate to their needs and phonic knowledge. This will allow for their progression on to banded books.</p>
<p><b>Children in key stage 2 who require phonics or reading support are identified by their teachers and assessed and a support plan is put in place.</b></p>	<p>Teachers have access to placement assessments for phonics and reading which can be administered by trained staff.</p> <p>Teachers can seek advice from the English leader regarding how best to support</p>	<p>The placement assessments identify either the appropriate phase of phonics teaching required or the appropriate banding of books.</p>

	individuals/groups and to discuss staff deployment to best support the children.	
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