

## Intent:

Reading is a crucial life skill and at Waycroft Academy, we intend that children become fluent readers through phonics as quickly as possible. We prioritise the teaching of systematic, synthetic phonics from the beginning of Reception until they are competent Phase 5 readers. Children will be able to access the wider curriculum more easily from a young age and develop a lifelong love of reading across a variety of genres. Due to our rigorous phonics teaching programme, alongside reading, children are also taught to spell words phonetically and make sensible grapheme choices. Those teaching phonics are provided with training opportunities to develop their practice, so that we have a team of experts leading its delivery.

## Implement:

At Waycroft Academy we use Unlocking Letters and Sounds to support the teaching of phonics and follow the ULS structure of teaching letter sounds.

### Daily phonics lessons:

- Each phonics lesson includes the following elements:
  - Revisit and review – the alphabet song, practise previously learnt graphemes and common exception words, word reading with previously learnt graphemes and oral blending practise
  - Teach – introduce and teach a new grapheme and or CEW
  - Practise – practise blending and segmenting with the new GPC (Grapheme Phoneme Correspondence)
  - Apply – read or write captions/sentences with the new grapheme
- From Reception, we quickly build up to teach one whole class 20-minute phonics session per day
- Teaching of Phonics in Reception starts in their first full-time week in September (week 3)
- We follow the Unlocking Letters and Sounds programme with the following expectations:
  - Children in Nursery are exposed to the Phase 1 units in the Unlocking Letters and Sounds phonics programme.
  - Children in Reception are taught to blend and segment words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - At the beginning of Key Stage One, children review their previous phonics learning to aid retention and are taught to blend and segment words using Phase 5 GPCs with fluency and accuracy.
  - At the beginning of Year 2, children move onto the school's spelling programme to ensure full coverage of the National Curriculum Year 2 spelling objectives.

### Home Reading

Using phonics is the most efficient way to decode words. That is why we teach children to tackle print using phonics as their primary strategy.

But what does this mean for the books we give children to read?

Children have phonically decodable reading books. These books are matched to their phonics knowledge based on assessment data. Children are encouraged to read regularly at home (3x a week) to ensure fluency in reading is developed.

Books are chosen and changed regularly, ensuring that children have had the opportunity to read their phonics book 3 times.

The 1<sup>st</sup> read is to encourage familiarity with the text.

The 2<sup>nd</sup> read is to aid fluency.

The 3<sup>rd</sup> read is to support comprehension.

So that parents and carers can competently support their child's reading at home, parents are invited to attend Phonics Workshops throughout the year of their child's schooling.

Alongside this, children take home a 'Read Together' book, which is not fully decodable for them therefore they need support to read it; however, it gives them the opportunity to develop their love of reading by being exposed to a wide range of books; developing vocabulary with their child.

## Assessment

Assessment is used to monitor progress and to identify any child needing additional support.

- **Assessment for learning** is used daily within class to identify children needing support and to inform planning.
- **Summative assessment** is used every three weeks and after every completed phase to assess progress, to identify gaps in learning that need to be addressed and any children needing additional support. In addition to this, summative assessment takes place at the start of Year 1 and 2 to establish children have retained their phonics learning. Where children do need support to retain their previous learning, they are given opportunities to catch up through precision teaching and phonics interventions. Readers who are at the bottom 20% of their cohort have extra opportunities to read in school throughout the week. When children, through summative assessment, show that they can competently read Phase 5 sounds within words, they join the Accelerated Reader programme, which extends through to the end of Key Stage 2.
- **Statutory assessment** - children in Year 1 sit the Phonics Screening Check in the summer term. Any child not passing the check is supported to make accelerated progress, aiming for success in Year 2.

## Professional Development

All teaching staff from Nursery to Year 6 are provided with training in phonics delivery, focussing on the Unlocking Letters and Sounds programme, articulation of phonemes and key phonics vocabulary. New members of staff joining our school team are provided with this soon after arrival.

## Impact

At Waycroft Academy, our aim is for all children to be competent readers by the end of Key Stage One, who have a thirst for reading. Across the school, children can recommend books to their peers, enjoy a range of genres, and participate in discussions about text they read.

At Waycroft Academy, we believe that reading is the key to all learning and so the impact of our phonics teaching goes beyond just learning to read, equally enabling children to access the entire curriculum and preparing them to be confident citizens, as they grow.

