

Phonics and its application through Reading

Why

- Committed to reading (Phonics is only delivered by teachers)
- Where a child has the potential to read we provide access to this.
- We are aspirational for all of our children
- We understand that unlocking the reading code is fundamental in a child reaching their full potential

What

- Aspirational for child. We have haven't just chosen to follow the SEND little Wandle model – We have adapted the mainstream model to ensure it is at the correct pace for our children but also teaches to challenge points.
- All staff have had in depth SSP training and bespoke training
- Our LW phonics 'recipe' with the aim of reducing cognitive load in short, pacey and sequential lessons.
- All staff involved in the phonics programme were given reading training including TAs
- We were supported and advised by the local authority 'Reading Hub Lead' who has been out to observe and advise on practice (see quality assurance visit outcomes)
- Children have a 30 minute phonics lesson, followed by a 30 minute reading session daily. The reading sessions enable children to apply their phonics knowledge with carefully selected books that match their phonics knowledge and reinforce their learning. Teachers follow LW guidance grids to match a child's phonic knowledge to the correct book which allows for cumulative progression
- TA's follow a reading recipe which again reduces cognitive load and allows the child to focus on applying their phonics knowledge in three specific sessions; decoding, prosody and comprehension.
- The reading leading has rolled around phonics teachers to ensure consistency and supported teachers individually, including providing drop in sessions
- Each child has a reading record folder which is taken between their class and their phonics class. This ensures the child's class teacher knows what that child is learning this week, what they are reading and what they need to work on. This allows the class teacher to embed specific snippets of phonics across the curriculum
- Once a child has read their phonics book in school at least 6 times, this book then goes home with that child to read at home. Each child also gets to take home a love of reading book which is to be read by the parent/carer (this is a book that may be beyond their phonics knowledge). Each child has a home school reading record that parents and carers fill in and sign.
- They only take a reading book home which they are fluent in it. This ensures that children who don't have someone to read to at home can read to their Teddy/ Pet/ Doll and doesn't impact on their progress.

Impact

- Currently there are 47 children on the phonics programme in phases 2 to 5 making sustained progress (See assessment points)
- 67% PP making sustained progress
- Quality assurance from English Hub and LW has resulted in others coming to see our practice

Soft outcomes:

- Children are empowered by their abilities to read and therefore have grown in confidence across the curriculum.
- Improved cultural capital. Children are exposed to a wide and varied reading diet across the curriculum including new and bold books. Performances from M&M productions and theatre visits. World book day activities.
- Children developing their vocabulary, background knowledge, attention, through the application of phonics and reading practice sessions.
- A structured focus on comprehension skills for children who are proficient decoders, but need to develop their reading-for-meaning skills, which in turn develops other aspects of reading fluency, such as prosody, vocabulary knowledge and verbal reasoning
- Staff passion and aspirations for the use of high-quality texts to support early reading for all children and enthusiasm for the Little Wandle programme to teach children to decode as they see the possibilities and successes it supports.
- Three other school have been to observe our provision.