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Woodford Valley C.E Primary Academy



Signed.....

DateMarch 2023

Review...March 2025

Woodford Valley C.E. Primary Academy Phonics and Early Reading Policy

This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.

‘And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.’
John 13v34-35

The context of our school

Woodford Valley is a popular single form entry primary school in a small Wiltshire village. We have nine children on a My Support Plan and 5 children are in receipt of an Education and Health Care Plan (15%). Twenty children are in receipt of the pupil premium (10%). It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At Woodford Valley CE Primary Academy, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Lesley Clarke’s Letters and Sounds*, which is a DFE Validated systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Woodford Valley CE Primary Academy, we also model the application of the alphabetic code through phonics in shared reading and writing, 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 writing in all subjects.

Comprehension

At Woodford Valley CE Primary Academy, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Phonic Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Lesley Clarke's Letters and Sounds*.

Implementation

Daily phonics lessons in Reception, Year 1 and Year 2

- We teach phonics for 20 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. Children make a prompt start in Reception: as soon as the children have begun induction.
- We follow the Lesley Clarke *Letters and Sounds* :
 - Pupils in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Pupils in Year 1 are taught Phase 5a GPCs, alternative pronunciations (Phase 5b) and alternative spellings (Phase 5c) for known GPCs.
 - Pupils in Year 2 are taught Phase 6 (spelling patterns)

Intervention lessons

- Assessment for learning happens during the lesson and gaps or misconceptions are identified so that they can be addressed on the same day.
- We timetable other interventions that target gaps that have been identified through assessment. We use the *Lesley Clarke's Phonic intervention*.

Reading

Home reading

- The fully decodable reading practice book is taken home to ensure success is shared with the family. This is matched to the phonics that has been taught in school that week.
 - Free choice books also go home for parents to share and read to children.
 - We use the *Lesley Clarke's Letters and Sounds* 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.

Additional reading support for vulnerable children

- Children in Reception and KS1 who are receiving additional phonics, Phonics 10, or 1 to 1 sessions read their reading practice book to an adult.

Ensuring consistency and pace of progress

- All teachers in Early Years, Key Stage 1 and KS2, as well as TAs have been trained to teach early reading, using Lesley Clarke's training. This ensures 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.

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)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Woodford Valley CE Primary Academy, and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time 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 school and the adults will write in this on a regular basis to ensure communication between home and school.
- The school library is available for pupils to regularly use.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- Each year group has a reading spine (a set of quality books chosen by the teacher), that pupils are encouraged to borrow and read.
- Reading pods are outside if the children wish to read during breaks and lunchtimes

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing support to keep up.
- **Summative assessment** is used:

- at the end of each Phase to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the interventions that they need.
- by TLR and scrutinised through the Phonics Tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we use the phonics tracker to identify the gaps and then we use the appropriate interventions from the Lesley Clarke SSP programme.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.