

Phonics

At Hudson Road Primary School, we use Little Wandle Letters and Sounds to ensure consistency and progress in early reading teaching.

Intent – we aim to:

Deliver daily phonics through a high-quality phonics programme to equip children with the skills they need to decode and become fluent readers.

Provide children with books which are closely matched to their phonic knowledge so they can feel success and develop a love of reading.

Support all children to make progress by targeting interventions based on ongoing assessment.

Implementation – we achieve this by:

Ensuring Phonics is a key part and focus in our EYFS and KS1 curriculum. It is the building block upon which our reading curriculum is based on.

A systematic approach

We have chosen to use the DFE-validated programme called Little Wandle Letters and Sounds. The programme follows a systematic, synthetic approach with clear expectations that are laid out term by term. All staff across the school are trained to ensure a consistent approach.

Access to appropriate books

In our reading practise sessions, children read matched decodable books to ensure that they can apply their phonetic knowledge. Children access these at home using eBooks.

Regular assessment

Embedded into the Little Wandle programme are assessment weeks at the end of each half term block. This allows us to identify any children in need of extra support and keep-up intervention.



Progression through the programme:

Nursery – Phase 1

Developing speaking and listening skills.

Reception – Phase 2

Simple letter-sound correspondences.

Reception – Phase 3

Consonant digraphs and long vowel sounds.

Reception – Phase 4

Consolidation and reading words with adjacent consonants.

Year 1 – Phase 5

Final graphemes and alternative pronunciations.

Years 2 – 6

Interventions as needed. Whole Class Reading.

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You will see:

Foundations – in Nursery:

- *Phase 1 activities and development, including the use of rhyme and song.
- *Children learning in a language-rich environment.
- *Engaging and accessible activities which encourage children's speaking and listening skills.
- *Children have access to high-quality adult interactions.
- *Children have regular story time and access to high-quality books.

Regular and rigorous practice – in Reception and Year 1:

- *Phonics is taught daily across all classes. All lessons follow a consistent structure.
- *Phonics is taught in whole-class sessions delivered teacher, who explicitly models strategies and skills for reading (e.g. blending). When appropriate, a small number of children may also access additional smaller group sessions. This is in response to the needs of our cohorts.
- *All teachers have access to high quality planning and resources, following a DFE-validated programme.
- *The same visual representations and mnemonics are used by all adults involved in phonics.
- *Children participate in small group reading practise sessions. These use decodable matched books and focus on three skills: word-reading, prosody and comprehension. Staff delivering these sessions use consistent strategies in line with training.
- *Children have access to decodable books to read at home, via the Harper Collins eBook system. Those children who may struggle to access this at home are targeted for extra reading in school.
- *Keep-up intervention in response to regular assessment aims to ensure all children make progress.

Support to catch up – in Year 2 – Year 6:

Although we aim for the majority of children to have successfully completed the Phonics programme by the end of Year 1, some children in our cohorts may benefit from further instruction. This might look different for different children. Children requiring this in Year 2 will have been identified by the Year 1 Phonics Screening Check. You may see:

- *1:1 precision teaching sessions
- *1:1 or small group Little Wandle Keep-up sessions focusing on teaching graphemes, blending or segmenting.

Impact:

Children can decode, segment and blend confidently by the end of Year 1.

Children feel successful and willing to read because books are appropriately matched to their level.

The majority of children become fluent readers by the end of KS1.