



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

Phonics and early reading policy (updated Jan 2025)

Intent

Phonics (reading and spelling)

At Howe Dell, we believe that all our children can become fluent readers and writers. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching using Little Wandle Foundations in our Nursery and then, from Reception, we follow the [Little Wandle Letters and Sounds Revised progression](#), 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, our children are able to tackle any unfamiliar words as they read.

At Howe Dell, 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 Howe Dell, we value reading as a crucial life skill. By the time children leave us, we aim for them to 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 Reading 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 *Little Wandle Letters and Sounds Revised* programme.

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Implementation

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for ‘Communication and language’ and ‘Literacy’. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception. This includes early exposure to GPCs through activities such as ‘Sound of the Week’.
- We believe that the priority in Nursery should be to build the foundations for phonics for all children.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 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. Each Friday, we review the week’s teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children 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.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult.
- Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.



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Daily phonics and spelling in Year 2

- Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure.
- Once all Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.
- We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review.
- Once the Phase 5 review is secure, we teach the Bridge to spelling before moving to the Spelling units.
- Children with larger gaps in their phonic knowledge than their peers have daily phonics teaching and follow the Rapid Catch-up programme.

Children in Year 2 to Year 6: Rapid Catch-up

- We timetable daily phonics lessons, Rapid Catch-up, for any child in Year 2 and above who is not at age-related expectations for reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen.
- These short, sharp lessons last 15 to 20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.
- We assess children who are new to our school, new to the country or new to English using the Rapid Catch-up assessments to quickly identify their needs.
- We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace.
- We assess children every four weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

Teaching reading: Reading practice sessions three times a week

- We teach reading practice sessions three times a week in Reception, Year 1 and Year 2. These sessions:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of Phonics to Reading'



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- are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception, these sessions start in week 4 of teaching at the latest. Initially, children will read wordless books. In these sessions, children review GPCs and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge.
- Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.
- In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5). To exit the programme, we complete the final fluency assessment to ensure children can read with adequate speed and accuracy: approximately 60 words per minute with 90%+ accuracy.

Teaching reading: Fluency programme

- We teach reading to children in Year 2 who have exited the core programme using Little Wandle Fluency.
- The structure of every lesson is the same:
 - A pre-read to practise reading words and to support vocabulary
 - Children read aloud and the teacher 'taps in' to hear every child read
 - Focused teaching of prosody, repeated reading and comprehension through discussion.
- We assess reading speed and accuracy every 12 weeks and use these assessments to monitor progress and allocate books.
- We also use Assessment for Learning (AfL) and our professional judgement to assess each child's progress in reading, so we can ensure that they have the right books to meet their needs.
- Comprehension is taught through dialogic talk and teachers use their AfL to quickly address misconceptions and develop children's curiosity and engagement with each book.

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Home reading

- The decodable reading practice book is taken home weekly (either a hard copy of the book or an e book) to ensure success is shared with the family.
 - Reading for pleasure books, known as ‘sharing books’ also go home weekly for parents to share and read to children.
 - We use the [Little Wandle Letters and Sounds Revised 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, Year 1 and Year 2 who are receiving additional phonics Keep-up sessions also receive additional reading sessions using their reading practice book.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so 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.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and ‘How to’ videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT regularly monitor and observe teaching; they use the summative data to identify children who need additional support and have gaps in learning.

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 Howe Dell and our local community as well as books that open windows into other worlds and cultures.

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- Every classroom has a book area 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 Nursery/Reception, children have access to the reading corner every day in their free flow time.
- Children from Nursery onwards have a home reading record. This enables staff to communicate to parents the reading book and sharing book that has been allocated each week. If they wish to, parents/carers can record comments to share with the adults in school and the adults will write in this when appropriate to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is made available for classes to use at protected times. 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).

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 (AfL)** is used:
 - daily within class to identify children needing Keep-up support, as well as words and GPCs that need additional teaching
 - to plan repeated practice where needed throughout the day to ensure all children secure learning
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessments** are uploaded onto the Assessment tracker for Reception, Year 1 and Year 2. These are used:
 - to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups
 - by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level



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We assess:

- every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught
 - to establish if learning is secure for more than 70% of children before new content is taught
 - to identify any children needing additional support and to plan the Daily Keep-up support that they need.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - in Year 1 and Year 2, when children are reading the Phase 5 set 3, 4 and 5 books
 - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
 - to assess when children are ready to exit their programme
 - for children in Year 2 and above who are taught Little Wandle Fluency. These assessments identify the best Fluency book level for each child. We assess the children every term (every 12 weeks or so).
 - A **placement assessment** is used:
 - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
 - The **Rapid Catch-up assessment** is used
 - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

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

Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
 - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching



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- the Rapid Catch-up summative assessments to assess progress and inform teaching
- the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.