

‘Together we will flourish and thrive, building on our Christian and local community, for the good of all’.

Subject

Phonics

Reading and Spelling

At The Kite Primary Federation, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and 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, all our children are able to tackle any unfamiliar words as they read. 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 The Kite Primary Federation, 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 Reading Leader who drives the whole school reading. The Reading Leader is trained in 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.

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 and attention to high-quality language. We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

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. 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.

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Catch-up lessons ensure every child learns to read

We plan phonics 'catch-up' lessons to address specific reading/writing gaps for all year groups. These short, sharp lessons last 10 minutes. Any child who needs additional practice has 'catch-up' support, taught by a fully trained adult. 'Catch-up' support use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week. These are taught by a fully trained adult to small groups and use books matched to the children's secure phonic knowledge. The groups are monitored by the class teacher, who rotates and works with each group on a regular basis. The reading practice sessions have been designed to focus on three key reading skills; decoding, prosody (teaching children to read with understanding and expression) and comprehension (teaching children to understand the text).

Home reading

The decodable reading practice book is assign to children's individual Collins account to ensure success is shared with the family. Reading for pleasure books also go home for parents to share and read to children.

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.

At The Kite Primary Federation, we believe that all our children can become fluent readers and writers. We value reading and writing as a crucial life skill and aim that by the time children leave us, they read and write confidently for meaning and regularly enjoy for pleasure.

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 catch-up support and weekly in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings. Summative assessment is used every six weeks to assess progress, to identify gaps in learning that need to be addressed and to identify any children needing additional support.

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 catch-up

Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment, the Little Wandle Letters and Sounds placement assessment and the appropriate half-termly assessments.

Fly high achieve- aim high believe.