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|  | Twyning School |
| **Early reading and phonics Curriculum Intent**At Twyning School, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One. We believe that all our children can become fluent readers. 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 Reception and follow the Little Wandle Letters and Sounds Revised progression through reception and year 1, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. As they move into year 2 they begin reading comprehension session 4 times a week. This is where children take a extract of a text and using our ‘reading dogs’ look at predicting what might happen next, what vocabulary has been use, retrieval of information, using inference to make judgements on the text and to look at the sequence of ideas within the text as a whole. At Twyning School, 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.**Intent** * To provide consistent, high quality phonics teaching which is accessible to all children regardless of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation.
* To ensure that the teaching of synthetic phonics is systematic and progressive throughout Reception and year 1 to support phonetic knowledge and understanding.
* To ensure that children have secure phonetic knowledge, understanding and skills so that they can decode words confidently and apply this when reading and writing.
* To teach children aural discrimination and phonemic awareness to aid reading, writing and spelling development.
* To enable children to use phonic awareness across the curriculum.
* To provide children with strategies to identify and decode ‘tricky words’.
* To ensure that all children begin to develop the comprehension skills needed to better understand any text.

**Implementation** * Daily, 30 minute, phonics lessons in Reception and Year 1
* In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Teaching begins in Week 2 of the Autumn term.
* Each Friday, we review the week’s teaching to help children become fluent readers.
* Through the Little Wandle letters and sounds revised scheme 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.
* Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
* We teach children to read through reading practice sessions twice a week. These are taught, by a fully trained adult, to small groups of approximately six children. They use books matched to the children’s secure phonic knowledge.
* 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 key reading skills; decoding, prosody (teaching children to read with understanding and expression), and comprehension (teaching children to understand the text).
* 4, 30 minute, reading comprehension lessons a week in year 2 led by a trained adult.
* Each reading comprehension lesson has a clear focus, so these new skills are learnt and practiced without overloading the working memory of the child. Each week a new skill is taught and practiced to cover all areas of comprehension; prediction, vocabulary, retrieval, inference and sequencing.
* We timetable daily phonics lessons for any child in Year 2 who are not fully fluent at reading or have not passed the Phonics screening check. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Little Wandle Letters and sounds revised ‘rapid catch up’ programme.

**Impact** * Children will make progress through the different phases of phonics in line with Year Group expectations and make progress from their own individual starting points.
* Children will become confident and resilient in tackling unfamiliar words by applying learnt knowledge and skills to segment, blend and read words, which are real, and nonsense.
* Children will demonstrate high levels of engagement in phonics and will apply their phonological knowledge when reading and writing and use the working walls to assist them when needed but become increasingly independent in this process.
* Children will have an increased recognition of tricky words and high frequency words when reading and apply these when writing.
* Children with SEND will develop phonic skills and knowledge and they will develop their ability to apply this across the curriculum, which will help to prepare them for the next stage in their education.
* Children will begin to make progress through the different areas of comprehension and will become confident in using these skills when faced with an unfamiliar text.

**Learning through Achieve, Create, Enjoy** |