



# Phonics At Heage Primary School

## Intent Statement

At Heage Primary School, we believe that all our children can become fluent readers and writers. This is why we teach phonics 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, 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 Heage Primary 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.

## Implementation: Scheme

We teach phonics through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme.

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



## Implementation: Planning

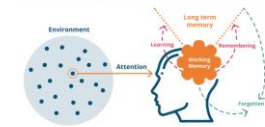
Planning is provided by the Little Wandle letters and sounds scheme and includes: **Weekly grids** providing all the information needed to teach **phonics lessons** – including guidance to help with **organisation** of the review word cards. **Videos** support all **teaching and organisation**. **Half-termly overview and templates** to support your teaching. **Match the words to the picture** resources to display on your whiteboard for Review lessons. **Keep-up individual and group materials** to support children at risk of falling behind. **Reading session templates, Prompt cards and videos** for decoding, reading with expression and comprehension.

## Implementation: Curriculum links

The phonics learned in the daily lessons are reinforced and embedded through other subject areas and within the environment whenever the children are reading, writing and spelling.

Providing repeated practice: Practice throughout the day

'Practice makes permanent' Sir Bobby Robson, England Football Manager



If children do not practise reading and writing enough, they fail to make sufficient progress. Activities must be high quality, practical, efficient and focused on the main goal – reading and spelling using phonics. This reading framework (DfE, 2023)

## Implementation: Resources

- All teaching staff (regardless of year group) have completed the full training programme and are therefore highly skilled in the knowledge, skills and understanding of teaching phonics through the Little Wandle scheme
- Little Wandle provide 'How to' videos for each section of the phonics sessions so that teaching staff can undertake shortburst CPD to inform their own teaching
- Little Wandle provide a full package of resources to use in the classroom.
- Big Cat Phonics for Little Wandle Letters and Sounds Revised: fully decodable books matched to LW progression, supporting all phases for FS2 and Y1

A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Getting started: Organising and using your teaching resources

The physical teaching resources for Little Wandle Letters and Sounds Revised have been carefully created to help you teach with fidelity to the programme and use your assessment for learning to ensure all your children get the additional practice that they need to ensure fluent reading of GPCs and words. This guide provides some tips for organising and using the resources.

Reception

Large grapheme cards

Use the large grapheme cards

- To teach each new GPC in Phases 2 and 3, the large grapheme cards are ideal to use when you are making the link between the grapheme, phoneme and the mnemonic/catchphrase.
- To make both the new and review words used in teacher-led blending for Phase 2. This is a crucial part of our pedagogy and ensures that children are taught to blend accurately. In this step, we model how to blend in every Autumn 1 and 2 lesson. You can see this in practice on the 10:30 video Resources: Teach and Practice: Teacher-led blending.

Use the large grapheme cards

Use the large grapheme cards

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## Implementation: Lesson Sequence

Weekly grid Year 1 review Phase 3 Autumn 1 week 1

Lesson focus	Revisit and review	Practise and apply
<p><b>GPCs</b></p> <p>ai ee igh ioc oo or ur</p> <p>adder boxer cool tooth curls down</p>	<p><b>Tricky words</b></p> <p>no go so</p>	<p><b>Read/rewrite the sentence</b></p> <p>The tooth felt so cool.</p>
<p>oo oo or</p> <p>sat tall right felt sigh week</p>	<p><b>Onset blending</b></p> <p>no go so my by</p>	<p><b>Spelling</b></p> <p>food hand + y</p>
<p>or ur oo</p> <p>car light links zooming foxes looks</p>	<p><b>Review words</b></p> <p>no go so my by to into out the</p>	<p><b>Example definitions and sentences</b></p> <p><b>tail</b> Some animals, like horses, dogs and cats, have tails. <b>main</b> The most important or biggest – I like to have my main meal at lunchtime. <b>right</b> Either to be correct, to get an answer right or a way to move that's the opposite of left. <b>boot</b> An item of footwear that covers the ankle and lower leg – I've putting on my welly boots and squelching through the mud! <b>hard</b> You are working so hard today – well done! This can also mean something that's not soft, like a rock. <b>bar</b> A block of something, like a bar of soap, or a long piece of metal, like bars on a cage. <b>sort</b> What sort of fruit do you like? I like bananas! Or if you're sorting your clothes, you're putting them in groups of the same thing. <b>surf</b> This is either the white foam on waves or the sport of standing on a board and riding the waves. <b>curl</b> Make a curved shape – My cat likes to curl up on my lap and sleep.</p>
<p>oo oo or ur</p> <p>beard cars sigh into moss surf's tails</p>	<p><b>Match the pictures to the words</b></p> <p>no go so my by to into out the</p>	<p><b>Practise and apply</b></p> <p><b>Read/rewrite the sentence</b></p> <p>I can see foxes in the car lights.</p>
<p>oo oo or ur</p> <p>coat tooth car beard light fast</p>	<p><b>Sort the onsets</b></p> <p>no go so my by to into out the</p>	<p><b>Spelling</b></p> <p>down hear + out</p> <p>light zoom</p>

## Implementation: T & L / Pedagogies

Fidelity to the LW scheme and consistency across all FS2 and Y1 classes is maintained, including planning, strategies, terminology and resources used. Teaching staff regularly refer to the 'How To' videos provided by LW to support their fidelity to the scheme. New teaching colleagues (regardless of year group) undertake the full LW training.

Getting started with Little Wandle flowchart

Welcome to Little Wandle! This flowchart is for Headteachers and Reading Leaders to help you organise your training resources, placement assessments, reading practice sessions and Daily Keep-up.

Step 1

Step 2

Introduction to grapheme-phoneme correspondences

Introduction to Daily Keep-up

## Implementation: Environment

### Resources: Environment

Your classroom environment should include resources to support children to apply their phonic knowledge beyond the lesson.

Resource	Notes on environment
<i>Little Wandle Letters and Sounds Revised</i> Wall frieze	Ensure frieze is located in the classroom at a child-friendly height to enable children to refer to it throughout the day.
Grapheme chart Phase 2 and 3 Grow the code grapheme chart Phase 2, 3 and 5	Display the large 'Grapheme chart Phase 2 and 3' in Reception and 'Grow the code grapheme chart Phase 2, 3 and 5', where children can easily see and use them.
Grapheme word mats	Use the appropriate 'Grapheme word mats' on tables so that children have a prompt for use beyond the phonics lesson.

## Implementation: Feedback

We use the 'Keep-up teacher's guide' to help identify which specific steps need to be practiced as a class, group or individual.

## Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

- Teaching staff ensure their mouth is visible at all times and that they're not covering it with resources, such as grapheme cards.
- We ensure children with hearing and sight impairment are close to us and have a clear view of all the resources.
- If necessary, teacher talk is reduced for children who need more time to process what is being said.
- Use routines to lower cognitive load.
- We ensure the teaching area is uncluttered to minimise distractions and aid focus.
- We think about appropriate adjustments to ensure a child can be included in the lessons, providing children with their own resources (enlarged, if appropriate), cushions to help with core stability, a writing slope to prop up books, etc.
- Daily keep-up outside of the lesson is provided, if required.
- Any additional adults supporting in the lesson are well-trained and are clear about the content of the lesson and how to support children effectively.

## Impact: Evidencing

Statutory Assessment

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

## 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 Keep-up support

\* 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, to identify any children needing additional support and to plan the Keep-up support that they need.

\*by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

## Impact: Monitoring

Lesson observations / drop-ins.

- Discussions with teachers / teaching assistants.
- Assessment data.
- Book-looks
- Pupil voice
- Colleague voice