



# Subject Overview - Early Reading and Phonics

*Aim high & be a Star*

## Our curriculum

The curriculum is built on the foundation that knowledge will build on knowledge so that children know and remember more over their school journey. To achieve this, the curriculum must be grounded in educational research to ensure that it is a driver to success. The overview below states how our history curriculum achieves this.



## Teaching and Learning Cycle

The sunshine model outlines the effective delivery of information over the course of a lesson. It allows for recapping of prior knowledge; the sharing of information; the use of assessment to check understanding; the opportunity to practise whilst being supported through scaffolding and the review of learning which will inform the next steps in learning. This cycle of learning should be viewed alongside the Aspire values and Aspire learning skills.



## Purpose

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



## Aims

To offer a broad and balanced curriculum using the Early Years Framework and National Curriculum as the basis. Furthermore, to offer a balance of child-led and adult-led experiences for all children to meet expectations for 'Communication and Language' and 'Literacy' these include:

- Sharing high-quality stories and poems
- Learning a range of nursery rhymes and action rhymes
- Providing activities that develop focused listening and attention, including oral blending.

To ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondence (GPC's) and blending in Reception before reading with fluency in Year one.

- Develop Letter-Sound Relationships: understand the relationship between letters and their corresponding sounds.
- Improve Reading Fluency: reading words accurately by recognising phonetic patterns.
- Enhance Decoding Skills: decode new and unfamiliar words using phonetic principles.
- Boost Reading Comprehension: Improve overall reading comprehension by making word recognition more automatic and less effortful.
- Facilitate Independent Reading: Encourage independent reading by providing the tools needed to decode and further understand.
- Reinforce Phonemic Awareness: Strengthen the ability to hear, identify, and manipulate phonemes, which is crucial for learning to read and spell.



## National Curriculum

*Early Years Curriculum - Word Reading*  
Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

*Early Years Curriculum - Comprehension*

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### *National Curriculum (2014)*

The National Curriculum for Key Stage 1 is broken down similarly to Early Years as: word recognition and comprehension. The curriculum for Early reading and the end of year expectations for both Year 1 and Year 2 can be found here:

[National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



## Planning

### *Daily phonics lessons in Nursery, Reception and Year 1.*

Phonics is taught for 30 minutes per day. In Nursery, 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 develop fluency.

Foundation for phonics is implemented in Nursery from Autumn 2. This supports children in receiving high-quality stories and nursery rhymes to support children's listening and attention skills. This will then support children with the transition into Reception.

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.

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 timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.



## Planning (continued)

We teach children to read through reading practice sessions three times a week. These are taught by a fully trained adult to small groups of approximately six children. We 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'. Reading groups 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 and Comprehension.

## Fluency

The Little Wandle Fluency Scheme is a structured program designed to enhance children's reading fluency, focusing on developing their ability to read with accuracy, speed, and expression. Its primary aims are to build a strong foundation in phonics, ensuring that students can decode words efficiently, and to foster a love of reading through engaging and appropriately challenging texts. By incorporating repeated reading practices and targeted interventions, the scheme strives to support all learners, including those who may struggle with reading, thereby boosting their confidence and overall literacy skills. Ultimately, the Little Wandle Fluency Scheme aims to create proficient, enthusiastic readers who are well-prepared for the demands of more advanced texts and lifelong learning.



## 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.

### *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 as well as through the half-termly Little Wandle Letters and Sounds Revised summative assessments.