



## Phonics Expectations 2021 – 2022

Delivery is through 'Little Wandle: Letters and Sounds Revised'

To support the necessary consistency across the school, it is an expectation that:

All teachers watch the 'How to' videos

- All teachers refer to the 'Prompt cards', in preparation for teaching
- Each school appoints a dedicated Reading Leader, who is responsible for coaching teachers, monitoring provision, gathering data and ensuring that all teachers are trained
- Senior management monitors phonics teaching, with a focus on consistency.

To ensure progress is made there is a systematic progression in place. The progression in Phonics learning covers:

- all the phonemes of English words
- correct pronunciation of the phonemes all commonly occurring grapheme-phoneme correspondences (GPCs)
- the correct formation of all graphemes
- blending for reading
- segmenting for writing
- the sequenced learning of appropriate tricky words are followed carefully to ensure the secure, systematic progression is delivered

To ensure effective practice it is essential that decodable books:

- are exactly matched to the phonics progression of the programme used
- present only words made up of GPCs learned to that point
- include tricky words only as they are introduced in the programme
- are used exclusively when children are practising reading and not mixed in with books that are not fully decodable at the child's level.
- The Phonics and Early Reading Lead will ensure all Phonics books are clearly labelled and accessible to staff and pupils.
- It is the class teacher's responsibility to choose the appropriate decodable books for their children.

At St Peters Primary high expectations drive the pace of learning and success built for all children by teacher's identifying those having difficulty very early on. These children are then provided with sufficient additional support to help them keep up.

Teachers will:

- use simple but effective continuous assessment, both informal and more formal
- ensure regular progress reviews for all children are discussed with Phonics/Reading Lead

The Phonics and Early Reading Lead will ensure:

- all methods of informal support are understood by all teachers teaching assistants, and implemented as soon as necessary
- systems for formal support clearly established and implemented as soon as necessary
- plans and materials for effective support readily to hand and appropriate training is delivered.



## St Peters Primary Non-negotiables:

- Little Wandle: Letters and Sounds Revised must be used exclusively
- The lessons will be teacher-led and up to 30 minutes long, starting with 10 minutes in Reception and progressing as the children move up.
- ALL children will participate in whole class phonics, with the exception of SEN children, but this must be agreed by the Phonics Lead BEFORE you remove them from the lesson. Please use the Little Wandle planning and resources to teach all your Phonics and Early Reading lessons.
- Please ensure you allocate your TA to the children who need the most support. This could be different children each lesson/week depending on how they progress,
- Teachers will use phonics tracker to monitor and keep TAs updated of children falling behind.
- Daily keep up groups in place for children who have gaps
- All TAs will support class teachers during Phonics lessons, unless they have been directed by the Phonics lead to support SEN children.
- Timetabled reading sessions x3 a week (decoding, prosody, comprehension)
- Half term assessments carried out to inform teaching and keep track of children's progress
- Teachers & support staff use consistent terminology. Please see Little Wandle Glossary to ensure everyone understands and uses the correct terminology.