



Phonics at Medlock Primary School



At Medlock Primary we have the ambition for all our pupils to achieve the highest standard. Our curriculum has been designed to ensure this vision becomes a reality by inspiring all our pupils to become confident, independent and responsible lifelong learners. To do this we have ensured that the backgrounds of our community (which have roots across the globe) are reflected in the curriculum content. The explicit sequencing and teaching of vocabulary and subject specific language is used to provide our children with the highest quality language for learning. Opportunities for reading widely and deeply are central to this as is the development of children's 'voice' (both verbal and written), to enable them to communicate and question confidently and effectively.

Each subject in our curriculum has been designed to always build and link to prior learning and make connections beyond the individual subjects to maximise its impact and ensure the children learn more and remember more.

Why we teach Phonics- Our Intent

At Medlock, we teach phonics to ensure that our children are equipped with the key skills needed to become fluent readers and writers - we believe that learning to read well is an essential skill for success in school and in later life. Government research shows that when phonics is taught in a structured way, starting with the easiest sounds and progressing through to the most complex, this is the most effective way of teaching most children to read successfully.

Curriculum Implementation in Phonics

At Medlock Primary School, we teach phonics using the Government validated scheme 'Little Wandle Letters and Sounds Revised'. This is a systematic and synthetic phonics programme that ensures children build on their growing knowledge of the alphabetic code and enables them to master phonics.

We begin teaching phonics in the Nursery and structure learning opportunities to enable children to build strong 'Foundations for phonics' throughout the day. A strong foundation in phonics enables children to successfully tackle unfamiliar words as they read and spell.

At Medlock we model the application of the alphabetic code through phonics in our daily reading practice, shared reading and writing opportunities in all subjects. All phonics sessions are taught by highly trained staff and our school prioritises regular additional training and support to ensure that teaching is always extremely effective.

Impact in Phonics

Our curriculum is designed so the children are taught the knowledge needed and then to apply the knowledge within the subject and beyond. It has been designed to build children's knowledge from lesson to lesson and from one year to another, linking backwards and forwards, embedding knowledge and understanding. We constantly return to key concepts, as a result children know more and remember more.

Foundations for phonics in Nursery

We provide a daily 20 minute 'Foundations for Phonics' and ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception. Early intervention is actioned for those children who need it.

Alongside the taught sessions there is a rich diet of additional adult led and child-initiated learning experiences across the curriculum. These strengthen the core skills needed for learning to read successfully, these include:

- sharing high quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language

Daily phonics lessons in Reception and Year 1

Phonics is taught for 30 minutes daily from the second week of autumn term. 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 give children the best opportunity to ensure learning sticks and they become fluent and automatic readers.

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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. For more information see: Little Wandle Letters and Sounds Revised expectations of progress.

Daily Keep-up Lessons to Ensure Every Child Learns to Read

Any child in Reception and Year 1 who needs additional practice has daily 'keep-up' support delivered by a fully trained adult.

Keep-up sessions match the structure of whole class teaching. They use the same procedures, resources and mantras but in smaller steps and with more repetition.

We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics Screening Check. Although many of these children may be new to British schooling, we recognise they urgently need to catch up so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in phonic knowledge. The Rapid Catch-up resources are used at pace to address these gaps.

If any children in Years 3 to 6 have gaps in their phonic knowledge, additional 10 minute phonics "catch up" lessons are instigated.

Assessment

Staff members are trained to identify children who need additional keep-up support. This is actioned immediately.

Little Wandle Letters and Sounds Revised Assessment documents are used to monitor progress and to identify any child needing additional support as soon as they need it.

With the support of the reading lead, teachers ensure that children receive the correct Little Wandle Assessment at each point in order to maximise progress.

Statutory Assessment

Children in Year 1 sit the Phonics screening check in June. Any child who does not pass is given additional support before they re-sit it in Year 2.

Links

Learning to Read Through Phonics - DfE Information for Parents
[Click here.](#)

The Little Wandle Web Page
[Click here](#)

'Phonics is an integral part of reading and is essential to the reading development of children' **Anderson et al 2008**

'I love phonics with Ms Terras', **Ahmed Year 1**

Ambition for All