



Phonics and Early Reading Policy

Intent

Phonics

At Wigan St Andrew's C of E Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Sounds-Write which is a systematic synthetic phonics programme 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 Wigan St Andrew's C of E 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.

Comprehension

At Wigan St Andrew's C of E Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have an Early Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, they monitor and support our reading team, so everyone teaches with fidelity to the Sounds-Write programme and liaises with the school's English Lead .

Implementation

Sounds-Write provides classroom professionals with a comprehensive system with which to teach reading, spelling and writing. Sounds-Write is introduced and taught in Reception and throughout KS1. In addition, it also serves very successfully as an intervention or keep-up programme for children across school. Sounds-Write is a method of teaching where words are broken up into the smallest units of sound (phonemes). The children are taught how to break up words, or decode them, into individual sounds, and then blend all the way through the word. It is an approach focused on teaching the connection between phonemes and graphemes explicitly.

Daily phonics lessons in Reception and Year 1 and 2

The teaching of Phonics in Reception and KS1 (and KS2 for any children who did not meet the attainment targets at the end of KS1) will be planned in accordance with our Phonics Policy and will include:

- Daily instruction in dedicated phonics lessons using the Sounds-Write programme.
- Lessons planned by the class teacher.
- Intervention groups which target the needs and ability of all the children and make effective use of support staff. This may be 'keep up' or 'catch up' sessions.
- Appropriately paced lessons that provide children with suitable tasks to demonstrate their learning, using the Sounds-Write support materials.
- A separate weekly plan which will document the sounds that should be revised and those to be introduced, according to needs of the groups of children.
- Planning to include high frequency words that children will be introduced to alongside phonics teaching, daily.
- Planning should include nonsense words to determine how well children can blend and segment phonetically.

Planning should reflect and build on prior learning. Staff must ensure that all children are given sufficient exposure to all of the letter- sound correspondences of the English language. Children will be matched to an

appropriate book level that matches their phonic knowledge. For children learning Initial Code they will be given Dandelion Launchers as home reading books. Children learning Extended Code will be given Dandelion Readers and or Sounds- Write books.

- 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 small group, short, sharp lessons last 20 minutes and take place at least three times a week.

The approach to the teaching of phonics across the school will be consistent and show progression of skills and knowledge.

- All teachers using Sounds- Write are fully trained and high quality lessons are delivered with fidelity to the programme.
- When teaching a new sound, we ensure children are seeing how sounds are represented in written form through adult modelling and through opportunities to practice writing them. In addition, phonics based written work will be recorded in books on a regular basis from YR.
- We ensure every lesson gives children opportunities to see, say, blend and segment sounds to make the words and also to practise writing the words.

Resources:

- A copy of the Sounds-Write manual and supplementary materials booklet in each classroom through which to deliver the programme using a systematic scripted approach.
- Sounds-Write Practitioners' Portal - a hub for online resources, interactive activities and professional development.
- Flashcards, magnetic cards, post its and whiteboards.
- Phonics writing books.
- HFW cards.
- Dandelion Reading Scheme to match all Sounds-Write units, initial code and extended code.

Impact

Assessment, Recording and Reporting

On-going formative assessment will be used by the class teacher and support staff to determine how successful the children have been in their ability to orally blend and segment words, recognise and write graphemes and their ability to read and spell phonetically regular words. This is used to plan the next steps.

Children in Year 2 who did not pass the Year One Phonics Screening Test will be monitored carefully and will take part in intervention sessions to plug gaps.

Teachers will use Sounds-Write assessments the Dandelion Launchers and Readers reading assessments

These assessments work alongside the books in the Dandelion Launchers and Dandelion Readers series. They can be used to evaluate reading progress over time and to identify where further help or consolidation is needed for the Initial Code of Sounds-Write.

The assessments will identify the following:

- Knowledge of grapheme-phoneme correspondences
- Ability to blend sounds together accurately to decode single words
- Ability to decode a sequential text at the reader's decoding level
- Ability to comprehend a sequential text at the reader's decoding level.

Analysis of this along with formative assessment will indicate which children are targeted for intervention to plug gaps.

When to assess?

There will be at least a week after new learning and reading the relevant book, before delivering a diagnostic test at that level. The results will then show which areas need re-visiting for further instruction and practice. The teacher will assess the children at the following points:

- at the end of Unit 7
- at CVCC, CCVC, and CCVCC level at the end of Unit 10

- after digraphs th, ch, sh, ck, ng at the end of Unit 15

After Dandelion Readers at the end of Unit 20 Delivering the assessment

- The 'diagnostic reading sheets' will be printed on cream paper. This will prevent the black print on white paper 'glare' which affects some children when reading.
- The teacher will determine how often the reader needs re-assessment. We have provided for two reassessments on the scoring sheet.
- Three errors in the single words or the text are enough to warrant a re-test at a later date.
- We will encourage the reader to have a positive attitude towards being tested, with an understanding that it is to demonstrate their progress with reading.
- The teacher ensures that during testing, that the reader cannot see what is being written.
- Use the same notation for each assessment. This will save time and make it easier to compare test results.
- The teacher will not use errors with high frequency words as part of the three- error re-test.

Comprehension questions

Reading accuracy is important, with comprehension as the goal. Increased fluency speed helps with comprehension, but knowledge of vocabulary is also key. We will provide two to four comprehension questions with each test. The reader will be able to re-read the text, if required, to find the answer, as these assessments are not memory tests.

Early Reading

In class sessions

Reception

The children will have a Sounds-Write phonics lesson every day. They will also have multiple story time sessions throughout the day, using a variety of text types. The teacher and teaching assistant will listen to the children read on a 1:1 basis using the relevant reading book linked to the Sounds-Write unit they have taught that week.

In Reception the children listen to the teacher/ teaching assistant read regularly as this allows the children to hear fluent reading. This 'shared reading' is an opportunity for children to listen carefully and take enjoyment from what is being read. The teacher will also display the text on screen occasionally and point to the words one at a time, reading slightly below their normal pace. This helps develop children's concept of word and understanding of print conventions.

The children in Reception are also exposed to Wordless Picture Book readings; developing fluency through song; patterned picture book readings; story telling through puppets etc. The brevity, rhythm, rhyme, patterned texts are beneficial in providing the building blocks for fluency in emerging readers.

Year 1

The children will have a daily Sounds-Write lesson. At the end of the session the teacher will read a page or two of the relevant book linked to that Sounds-Write unit and the children will follow the text as it is being read. They will also work on fluency practice 3x per week, using strategies/resources such as Wordless Picture Book readings; developing fluency through song; patterned picture book readings.

The Teacher and/or the Teaching Assistant will listen to the children read on a 1:1 basis during the week using a book that covers the Unit they have been taught in Sounds Write that week.

Year 2

The children will have a daily Sounds-Write lesson.

They will also work on fluency practice every day using picture books initially, moving on to short extracts.

The Teacher and/or Teaching Assistant will listen to the children read on a 1:1 basis during the week using a book that covers the Unit they have been taught in Sounds Write that week.

Teaching reading fluency

All teachers and teaching assistants will teach reading fluency using numerous strategies such as:

Shared Reading - This involves a teacher reading aloud to the children with brief discussion of the text and as a result focuses on the development of listening comprehension, word knowledge, background knowledge and reading enjoyment.

The child's central role in this type of reading is to listen carefully, to try to derive meaning from what they hear and to enjoy the process of doing both. This happens every day across school, as teachers read the class story or novel to the children (selected from Pie Corbett's Reading Spine where appropriate).

We use Fred's Fluent in Five from Y2 onwards throughout the school, primarily to build reading fluency: accuracy, rate, prosody and comprehension.

'Fluency practice'- This focuses on developing fluency through repeated oral reading of a short text or extract. This strategy follows the following structure:

- 1) The Teacher will read the text aloud, modelling fluent reading.
- 2) The mixed ability pairs attempt to read the text aloud to their partner. To ensure they are both involved, the non-reading partner should track the line that is being read.
- 3) Once a partner has read, they switch roles. (Alternatively, the partners can take it in turns to read a sentence as they progress through the text)
- 4) The idea is that each partner will read the text aloud 3 times, aiming for greater fluency each time.
- 5) The teacher can move around the room and listen to pairs read, providing immediate feedback. The non-reading partner should also be providing support to their peer.

6) Ensure there is some discussion around the text's contents so that children are given opportunity to share the interesting things they have read.

Echo reading- This is a rereading strategy designed to help students develop expressive, fluent reading. In echo reading, the adult or confident reader reads a short segment of text, sometimes a sentence or short paragraph, and the student will echo it back.

Choral reading- Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Paired-reading- reading with a more fluent partner, whether that be a teacher or a peer, can have significant impact upon a child's ability to read with fluency. The child benefits from simultaneously hearing a more fluent read of the same text.

The use of Home Reading Books

The vast majority of children in Reception and Y1 will be taking home a Dandelion Launchers or Dandelion Reading book, that is one or two units behind the Sounds Write unit they are learning at school.

Which book will be taken home?

- Those sounds that have been explicitly taught over a two-week period, to ensure full consolidation both at home and in school.
- Children will take home a book linked to the sounds in the last or penultimate unit taught.
- The book taken home will depend on how secure children are within that sound.

Reception, Y1 and Y2

Dandelion Launchers, Dandelion Reading books or Sounds-Write books

The children are to take a book home every week at the level they have been assessed at within the initial code or extended code of Sounds Write. This is

one or two units behind the unit the children are working on in class in order to develop the children's reading fluency.

- Share Book (Reading for Pleasure) - Each child is given a picture book every Friday to take home for the weekend. This is an opportunity for the child and parents to share the story with one another for relaxing, quality story time. The book is returned on a Monday morning.
- In Year 1 and Year 2, the children will take home a book from their class or school library to read for pleasure themselves or to share with an adult at home.
 - Each class has a reading area /corner where quality fiction, non-fiction and poetry books are displayed appropriately promoting a love of reading. Each class has a spotlight author each half- term to ensure children are exposed to a range of interesting authors.
 - Adults in school read regularly to the children for pleasure . This is timetabled daily and is a non-negotiable.
 - Each class has a poetry spine and a reading spine of age appropriate class novels/quality texts that are used for reading for each individual year group to encourage a love of reading.

Monitoring

The Early Reading and Phonics Lead, in conjunction with the English Lead, will monitor and evaluate the planning and teaching of Phonics within the school through observations, scrutiny of work, displays and on-going discussions with class teachers. All teachers and support staff will receive regular Sounds-Write training to ensure delivery is of a high quality and consistent within the School Phonics Policy.

The Early Reading/ Phonics Lead is: Helen Taylor

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