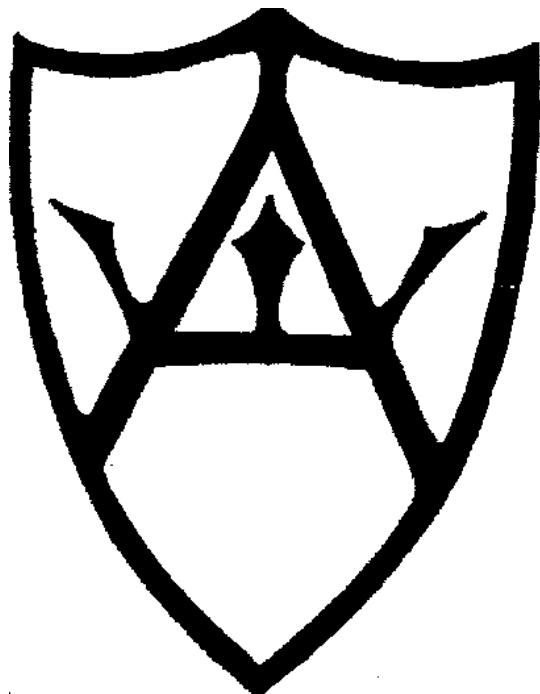


# Alfriston School



## Phonics and Early Reading Policy

January 2026



#### Life Value: Collaborative Bee

Our curriculum and wider school community provide opportunities for us to work together and learn from each other in a supportive environment. We model effective communication and teach coaching skills to enable children to recognise their own needs and those of others.



#### Life Value: Independent Cat

Through our curriculum, we provide opportunities for all children to be independent learners with high aspirations. Pupils of all abilities and social backgrounds are given the opportunity to achieve. Every child is recognised as a unique individual.

#### OUR VISION – CURRICULUM INTENT

We have high aspirations for all of our children to be safe, happy, confident, responsible and knowledgeable individuals who can learn at their best.

We delight in equipping all children to achieve personal success, make meaningful connections and develop a lifelong love of learning. Every child feels valued and cared for – they have a sense of belonging and are proud of their achievements.

Our curriculum not only uses our beautiful location to enrich the learning of our children but is also outward looking so that they are respectful global citizens.

**'Fair, Friendly, Fulfilling & Fun!'**



#### Life Value: Creative Spider

We have a diverse and creative curriculum, providing a wide range of first hand experiences and extra-curricular activities. We celebrate the individuality of all our learners, giving them the confidence to express themselves. We provide a safe and supportive environment in which they can find different ways to deepen their learning.

Kind Hands

Kind Feet

Kind Words

Kind Everything

#### ALFRISTON SCHOOL



#### Life Value: Curious Meerkat

Our curriculum is designed to enable children to become critical thinkers and develop a thirst for new experiences. We encourage children to develop their questioning skills in order to build on prior learning and deepen their knowledge.



#### Life Value: Determined Tortoise

Our curriculum provides breadth, depth and challenge. We model the importance of resilience, encouraging children to embrace mistakes as part of learning and development. We motivate each child to believe that they can persevere in order to meet their own potential.

## Intent

### **Phonics (reading and spelling)**

At Alfriston School, 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 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 Alfriston 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 Alfriston 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.

We believe teaching every child to read is so important, so we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

### **Implementation**

#### **Daily phonics lessons in Reception and Year 1**

- We teach phonics for 30 minutes a day. In Reception, 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 help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
  - 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.

#### **Daily Keep-up lessons ensure every child learns to read**

- 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 sessions for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

#### **Teaching reading: Reading practice sessions three times a week**

- 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 children
  - 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'.

- 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: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start early in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

### **Home reading**

- A matched decodable reading practice book is taken home to ensure success is shared with the family.
  - Children can also choose a reading for pleasure book to take home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the Everybody read! resources.
  - We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### **Additional reading support for vulnerable children**

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions are given extra opportunities to read to an adult throughout the week.

### **Ensuring consistency and pace of progress**

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

### **Ensuring reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'*

(OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Alfriston School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults see in school use this to ensure communication between home and school.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (author visits and workshops, national events etc).

## **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** for Reception and Year 1 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.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
  - in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
  - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
  - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should

have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

- A **placement assessment** is used:
  - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- The **Rapid Catch-up assessment** is used
  - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

### **Statutory assessment**

- Children in Year 1 sit the phonics screening check, this is usually taken in June. If a child in Year 1 fails the screening, they will be retested when they are in Year 2.

### **Rapid Catch-up in Years 2 to 6**

Any child in Year 2 or above who cannot read at age-related expectations gets urgent, targeted support so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but at a faster pace, helping children catch up quickly.

Where a child in Year 2 and above is not at age-related expectations for reading, they are assessed using the Rapid Catch-up phonics assessment and fluency assessment to check if they need to follow the Little Wandle Rapid Catch-up programme.