



Picknalls First School



Phonics and Reading Curriculum Statement 2024-2025

Intent

At Picknalls First School our whole curriculum is driven by a commitment to fostering creativity, critical thinking, and a love for lifelong learning. We aim to provide a well-rounded education that nurtures each child's unique talents and prepares them for future challenges. We will teach children at Picknalls to have or be:

Skillful - At Picknalls First School we want all children to be skilful, turning new and imaginative ideas into reality through self-expression and a curiosity for learning. Children are encouraged to think creatively in all that they do and explore new ways of solving problems and answering questions.

Teamwork - At Picknalls First School we want all children to value and respect all members of the community. Children at Picknalls will be taught the skills for life to empower them to be good citizens and to contribute to the community.

Aspiration - At Picknalls First School we want all children to aspire towards greatness. To be productive, aim high and succeed. Expanding their knowledge of the world by nurturing their interests as well as encouraging fearlessness of things that are new or unknown by creating exciting, inspiring opportunities.

Resilient - At Picknalls First School we want all children to have the mental and physical resilience to be successful and happy and be confident in tackling all obstacles that come their way.

Through these curriculum drivers we will encourage ALL children at Picknalls to become the stars of the future and shine bright in our community!

At Picknalls First School, we recognise that reading is the most fundamental skill that children need to learn. Reading is an essential skill for participation in all areas of life. Our core aim is for children to become confident and independent readers who gain not only understanding, but also real pleasure from the reading activities and texts they engage with.

The National Curriculum states:

“All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.” (National Curriculum 2014)

Implementation

At Picknalls First School we strongly believe that every child can become a fluent reader and writer. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme (SSP). 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 as quickly as possible and then to spell accurately as they move through school. We see reading as a crucial life skill. 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 a Reading Leader who drives the early reading programme in our school and ensures that everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme. All of our KS2 staff are trained in *Little Wandle Letters and Sounds* so that the programme can continue into KS2 when needed and so there is a full understanding of previous learning.

Reading 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 Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Reading in Year 2

In Year 2, guided reading is timetabled weekly: Shared reading takes place daily across the curriculum and there are almost daily opportunities for independent reading.

- Children who require extra reading practice have one to one reading with the teacher or TA at least once a week
- Whole class reading takes place once a week and this enables children to look at comprehension skills more closely with the teacher modelling more challenging skills such as inference.
- Story time is daily, with children encouraged to share their ideas and opinions on the class story through Book Talk.
- Colour banded books are sent home once a week with opportunities for parents to hear their child read and comment in the reading record book.
Every classroom is equipped with a well-stocked book corner, including a range of picture books, poetry and longer chapter books.

Children in Year 2 will also complete Little Wandle spelling lessons. Little Wandle Spelling builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence. The programme provides a seamless link from the core Little Wandle programme to teaching spelling in Year 2.

Reading in KS2:

Whole Class reading is timetabled for two or three times a week in KS2 and focuses on important skills for comprehension and is known as VIPER sessions. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Each session focuses on a key skill and ensure the teacher can model approaches to finding answers within texts and explaining processes. Children are encouraged to try a range of techniques when forming meaning from texts.

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.

Ongoing assessment for catch-up

Children in Year 2 to 4 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments where needed.

Impact

Attainment and Progress:

- Pupils make exceptional progress in phonics and reading, with the majority achieving or exceeding expected standards by the end of Key Stage 1.
- Assessment data indicates that pupils, including disadvantaged and SEND pupils, are making progress in their reading fluency, comprehension, and vocabulary development.

Engagement and Enjoyment:

- Pupil voice surveys and observations demonstrate a high level of engagement and enjoyment in Phonics and reading lessons, with many pupils demonstrating a genuine enthusiasm for reading and confidence in their phonics skills.

Closing the Gap:

- The school successfully narrows the attainment gap between disadvantaged pupils and their peers in phonics and reading, through targeted support, effective intervention strategies, and a culture of high expectations for all.

Mastery and Depth:

- Pupils demonstrate secure understanding of phonics principles, applying their knowledge confidently to decode unfamiliar words and comprehend complex texts. They engage in discussions about texts, demonstrating a deep understanding of authorial intent and themes.

In conclusion, the intent to develop confident readers through systematic phonics teaching is successfully implemented, resulting in exceptional progress, high levels of engagement, and a lasting impact on pupils' reading abilities and attitudes towards literacy.

Cultural Capital in Phonics and Reading

Cultural Capital is the accumulation of knowledge, behaviours and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence.

Phonics and reading Action Plan 2024 2025

- 🔗 Introduce VIPERS into KS2 and monitor its impact and progress.
- 🔗 Reading lead to read with and monitor the lowest 20% of readers across the school throughout the year.
- 🔗 Introduce SEND phonics to support learners and continue to close the gaps.

Written by Miss Adams

Reading Leader

