



Phonics and Early Reading

At Scotch Orchard Primary 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. The Little Wandle Letters and Sounds Revised progression ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Nursery

We start teaching the foundations for phonics in Nursery through a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include sharing high-quality stories and poems, learning a range of nursery rhymes and action rhymes and providing activities that develop focused listening and attention, including oral blending. We ensure our Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Reception and Year 1

Phonics is taught daily for 30 minutes. In Reception, we begin teaching in week 2 and 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 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.

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Reading Practice Sessions

Children are taught to read through reading practice sessions three times each week. These are taught by a fully trained adult to small groups of approximately six children. We use books that are carefully matched to the children's secure phonic knowledge.

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 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 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. In Year 2 and 3, we continue to teach reading in this way for children who still need to practise reading with decodable books.

Home Reading

Children are encouraged to read their decodable reading practice book at home at least three times a week. Reading for pleasure books from our school library are sent home for parents to share and read to children. In Reception and Year 1, children take home graphemes and words linked to their reading practice book.

To support our families and share information about phonics and other aspects of our provision, we use [the Little Wandle Letters and Sounds Revised resources](#).

Reading for Pleasure

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. Every class has daily class novel time to promote Reading for Pleasure. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Scotch Orchard 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 talk about these books to entice children to read a wide range of books.
- In Nursery/Reception and Year 1, children have access to the reading corner every day in their free flow time and the books are continually reviewed and refreshed.
- Children from Reception onwards have a home reading record. Parents/carers are encouraged to record comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- Throughout the year we celebrate World Book Day, hold reading café sessions and Scholastic book fairs, as well as taking part in library challenges to further develop a love of reading.