

# Coalway Community Infant School

## Phonics Provision



At Coalway Infants, 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. 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.

### Comprehension

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.

Because we believe teaching every child to read is so important, we have a Phonics and Reading Lead, who drives the early reading programme in our school. 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

- We teach phonics for 20-30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending time, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- In Reception, Year 1 and Year 2, Children are assessed then placed into phonics groups. Following this, they are taught to read, write and spell words in the specific and suitable Phase needed to help address misconceptions and allow pupils to make progress.

#### Interventions lessons ensure every child learns to read

- Any child who needs additional practice has phonics interventions. These interventions match the structure of class teaching, and use the same procedures, resources and mantras to avoid cognitive overload.
- We timetable daily phonics lessons for any child in Year 2 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* assessments on Phonics Tracker to identify the gaps in their phonic knowledge and teach to these.

### Home reading

- Decodable reading books in the correct phase are taken home to ensure success is shared with the family.
  - Reading for pleasure books also go home for parents to share and read to children.

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- We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, how children learn to blend and other aspects of our provision.

### Ensuring consistency and pace of progress

- Since January 2025, every teacher and teaching assistant in our school has been trained to teach phonics, 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 regularly monitors and observes teaching, ensuring consistency throughout school.

### 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 interventions
  - weekly in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
  - every term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.

### Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2