

**Subject intent**

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. Our aim is that all pupils, regardless of their background, needs or abilities, make sufficient progress to meet or exceed age-related expectations.

If you were to walk into a phonics lesson at Esher Church School you would see:

- 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.
 - Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult.
- We timetable additional phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources.
- In Reception and Year 1, we teach children to read through reading practice sessions each week. These are taught by a fully trained adult to small groups of children and use books matched to the children's secure phonic knowledge.

<p>Successes in 2022-2023</p> <ul style="list-style-type: none"> • SSP is fully embedded -Reception and KS1 and teachers follow the Little Wandle programme and use accompanying resources • Children’s progress is assessed every six weeks • Data using the ‘Heatmaps’ is analysed, and appropriate intervention is put in place • Phonics Screening Check in Year 1 is 86% (an increase of 4% from previous year) 	<p>Pupil Premium, British Values, challenge and SEND (implementation)</p> <p>Additional support is given to ensure all pupils on track to meet ARE:</p> <ul style="list-style-type: none"> • Any child who requires support to meet ARE has additional support either 1:1 or as part of a group. Interventions match the structure of class teaching and use the same procedures, resources and mantra, but in small steps with more repetition so that every child secures their learning. 	<p>Priorities for 2023-2024</p> <ul style="list-style-type: none"> • Phonics training, particularly for LSA’s with focus on refreshing practice in relation to: core programme, Keep-up, Rapid Catch-Up, Fluency programme • To improve the transition from phonics to fluency in reading, particularly in year 2 and above • To continue to ensure consistency of assessing, tracking data and the recording interventions, particularly in KS2 • Ensure timely interventions for children not at ARE, particularly in KS2
<p>Parental engagement (implementation)</p> <ul style="list-style-type: none"> • Parent workshop in autumn term • Weekly phonics pre-teach/home learning sheets with handwriting practice • Pack given to Reception parents with information on how to support their child’s reading • ½ termly parents’ information sheet on the forthcoming phonics coverage for EYs and Year 1 • Phonics Screen Check Letter and further information sent to Year 1 parents at beginning of summer term • All Phase 1 children are given a home reading book and a book ‘to share’ with at home • 3 step process in place to encourage parents with children in phase 1 who do not support regularly at home • Messages to remind parents of the importance of reading at home e.g. stickers on reading records and on individual bookmarks • Parents are invited to read stories (mystery reader) to Reception and Year 1 classes • Parents of children in phase 1 are advised each ½ of children’s progress against the half termly assessments 	<p>Monitoring, observation and validation, including pupil voice considering progression (impact)</p> <ul style="list-style-type: none"> • Pupil voice shows that children are enthusiastic about phonics and learning to read. • Pupils in KS2 who have gaps in phonic knowledge are now having their needs addressed through rapid Catch-Up and Fluency programmes although ongoing CPD required to support teaching staff (including LSAs) to implement this. 	<p>Professional development opportunities</p> <ul style="list-style-type: none"> • LSA’s further training • All teaching staff: refreshing practice • Observations to share good practice (summer term) • Coaching, using How to Videos to as appropriate e.g. phase meetings

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