

If it ain't broke don't fix it?

Changes to phonics and early reading in school

Two Audiences

- ▶ Those who have a child joining us for the first time in Reception who are interested in how we are teaching early phonics and reading
- ▶ Those who have a child in Year 1 (and possibly older children) who are wondering why we're changing our approach

If it ain't broke don't fix it...

- ▶ Phonics scores have historically been strong, with school well above national averages
- ▶ Reading results at KS1 and KS2 are also above national averages

However:

- ▶ A significant minority of children start Year 2 unable to read fluently (that is they rely on explicit blending of sounds even when faced with familiar words)
- ▶ They don't recognise key non-decodable words (tricky words) on sight
- ▶ This hampers reading for meaning – comprehension skills which then impacts in all future reading progress and across the curriculum
- ▶ Children are generally not as confident at segmenting for spelling, which impacts on progress in writing

Reading Framework (July 2021)

- ▶ Therefore we've welcomed the new Reading Framework July 2021 as an opportunity to review teaching of reading in school .

Framework deals with reading across the Primary age range and makes explicit:

- ▶ Two dimensions to reading: word reading and language comprehension
- ▶ Reading skills are supported by repetition – both in terms of word reading and comprehension
- ▶ Systematic Synthetic Phonics scheme (including integration of decodable reading books at the appropriate level) is the best way to teach early word reading and build fluency
- ▶ Reading to children is key in building vocabulary and comprehension skills.

Systematic Synthetic Phonics Schemes

- ▶ Government are validating systematic synthetic phonics schemes which meet 16 criteria which they believe support effective phonics and early reading teaching in schools.

These criteria include:

- ▶ Daily phonics teaching – building children's knowledge of phoneme – grapheme correspondences
- ▶ Explicit teaching of common exception words – 'tricky' words
- ▶ Recognition and formation of lower case letters and capitals
- ▶ Availability of fully decodable books and texts match to children's learning level

Why Little Wandle (Letters and Sounds Revised)?

- ▶ We were already teaching phonics using the government produced planning sequence Letters and Sounds
- ▶ However this planning was never a full scheme and we supplemented it with a variety of resources, additional training and a book banded programme (using a variety of reading materials). As such it did not match with government recommendations.
- ▶ Little Wandle has revised this planning to incorporate a full teaching scheme including resources, teacher training and parent support resources.
- ▶ It also incorporates fully decodable Big Cat Phonics reading books and guided reading sessions which link to word reading, reading with expression and reading for meaning
- ▶ As such it allows us to approach teaching phonics and early with the 'fidelity to the programme' recommended by the government

2021-2022 A Year of Transition

- ▶ Children in Reception (Holly Class) are being taught phonics and early reading fully using the Little Wandle Programme and resources. They will bring home a decodable reader at the appropriate level and a reading book for you to share with them.
- ▶ Children in Year 1 (Maple Class) are being taught using Little Wandle sequence for phonics sessions, guided reading sessions and resources as appropriate – though are still using familiar rhymes taught last year. They will bring home decodable readers but can also continue access banded books (though these will not now be used in assessing reading levels by teachers)
- ▶ From September 2022 – all phonics and early reading teaching will use Little Wandle Programme and banded books will no longer be sent home.

PLEASE RETURN BOOKS

- ▶ We have taken the decision to send home real books rather than using an electronic library (which didn't prove popular during school lockdowns).
- ▶ PLEASE take care with the books and send them back into school as they form an ESSENTIAL part of the teaching of reading in class