



Believe. Achieve. Succeed Together.

Iver Village Junior School
Implementing the English Curriculum
Phonics

Article 28, 29

Education must develop every child's personality, talents and abilities to the full

Implementation

Reading

Early Reading and Phonics

The systematic teaching of phonics has a high priority in year 3 when children join our school. At IVJS, we teach phonics using the Little Wandle Systematic Synthetic Phonics (SSP) scheme. Little Wandle is a complete SSP has been validated by the DFE. It draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers. During phonics lessons, children are taught the relationship between sounds (phonemes) and written spelling patterns (graphemes) which represent them. When children enter the school, we carry out a baseline assessment in order to identify which phase the children are currently working in so that rapid progression can be made and any gaps can be filled quickly. We continue to assess children's phonic skills each half-term to monitor progression.

Children in year 3 are grouped based on the current phase they are working in and then taught regular phonics sessions. Phonics teaching is continued across the rest of KS2 for those who need it. Timely intervention is planned for those children who are working below expected standard as soon as their needs are identified. This is to ensure all pupils develop a comprehensive knowledge of the phonemes and graphemes so that they can begin to develop into more fluent and confident readers. Additional phonics sessions are taught in small groups where pupils participate in speaking, listening, spelling and reading activities that are matched to their specific needs.

As part of this scheme, each child who is reading phonetically decodable books participates in multiple reading sessions a week, with a book directly matched to their phonetic knowledge. Each session will have a different focus, either decoding, intonation or comprehension. Decoding sessions focus on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words. Now that the children have practised decoding, and should be reading more fluently, they will re-read the same text focusing on reading for meaning, stress and intonation. Subsequently, children should be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to focus on comprehension.

Once the children have completed the sessions, they will then be assigned the text in the form of an e-book. If your child is receiving phonics teaching, you should find a note detailing their username and password in their reading record. As they

will already have read the text at school, it should mean that they are reading the text confidently, fluently and independently. This text is for them to read aloud to you. Whilst this may seem like the book is too easy, the purpose is for them to show you what they can do. This will really help their confidence as they will be able to read this book well.