

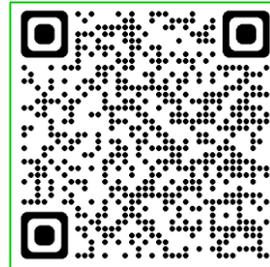
Intent Statement

At Lawn Primary School, we believe that all of our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, a systematic and synthetic phonics programme. We start teaching phonics in EYFS2 and follow the Little Wandle Letters and Sounds Revised progression through to Year 1, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

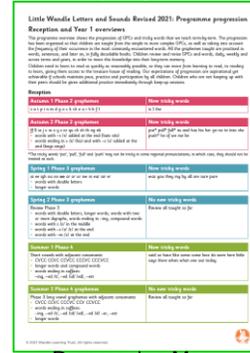
As a result, all our children are able to tackle any unfamiliar words as they read. At Lawn Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Implementation: Scheme

In EYFS2 and Year 1, children are taught phonics through Little Wandle Letters and Sounds Revised, a systematic and synthetic phonics programme.



Little Wandle website



Progression Map

Implementation: Planning

Phonics planning is provided by the Little Wandle for Letters and Sounds scheme. Opportunities to enhance cultural capital is planned into the continuous and enhanced provision.

Available on the LW website for planning:

Weekly grids providing all the information needed to teach phonics lessons – including guidance to help with organisation of the review word cards. Videos support all teaching and organisation.

Half-termly overview and templates to support your teaching.

Match the words to the picture resources to display on your whiteboard for Review lessons.

Keep-up individual and group materials to support children at risk of falling behind.

Reading session templates, Prompt cards and videos for decoding, reading with expression and comprehension.

Implementation: Curriculum links

Handwriting: can be taught outside of the phonics lesson using the Phase 2 grapheme information sheets as a reminder of the letter formation phrase and pronunciation phrase for each grapheme.

The phonics learned in the daily lessons are reinforced and embedded through other subject areas and within the environment whenever the children are reading, writing and spelling.

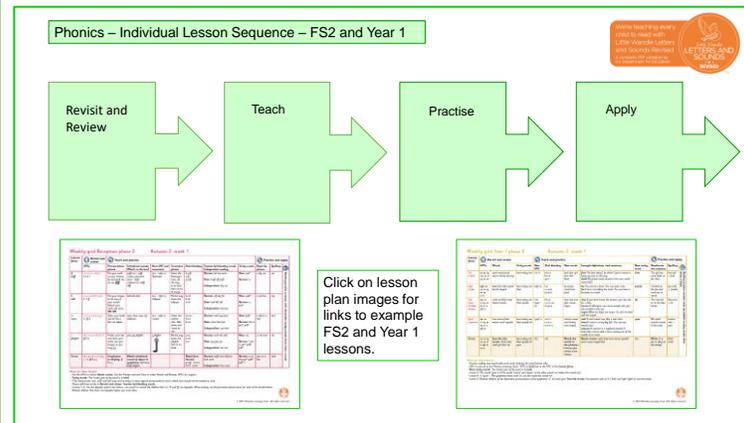


Implementation: Resources

- All teaching staff (regardless of year group) have completed the full training programme and are therefore highly skilled in the knowledge, skills and understanding of teaching phonics through the Little Wandle scheme.
- Little Wandle provide 'How to' videos for each section of the phonics sessions so that teaching staff can undertake short-burst CPD to inform their own teaching.
- Little Wandle provide a full package of resources to use in the classroom.
- Big Cat Phonics for Little Wandle Letters and Sounds Revised: fully decodable books matched to LW progression, supporting all phases for FS2 and Y1.



Implementation: Lesson Sequence



Implementation: T&L / Pedagogies



Fidelity to the LW scheme and consistency across all FS2 and Y1 classes is maintained, including planning, strategies, terminology and resources used.

Teaching staff regularly refer to the 'How To' videos provided by LW to support their fidelity to the scheme.

New teaching colleagues (regardless of year group) undertake the full LW training.

Phonics At Lawn

Implementation: Environment



Insert photos showing phonics in the environment.

Implementation: Feedback

We gather feedback by:

- checking with the whole class;
- choosing two children who are on track;
- choosing two children who may need additional practice; and
- making a list of children who need instant keep-up in the afternoon.

We use the 'Keep-up teacher's guide' to help identify which specific steps need to be practised.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.
- Teaching staff ensure their mouth is visible at all times and that they're not covering it with resources, such as grapheme cards.
- We ensure children with hearing and sight impairment are close to us and have a clear view of all the resources.
- If necessary, teacher talk is reduced for children who need more time to process what is being said.
- Use routines to lower cognitive load.
- We ensure the teaching area is uncluttered to minimise distractions and aid focus.
- We think about appropriate adjustments to ensure a child can be included in the lessons, providing children with their own resources (enlarged, if appropriate), cushions to help with core stability, a writing slope to prop up books, etc.
- Daily keep-up outside of the lesson is provided, if required.
- Any additional adults supporting in the lesson are well-trained and are clear about the content of the lesson and how to support children effectively.
- Those children for whom phonics hasn't worked (or isn't working) take part in a RIWI intervention with fully trained teaching staff.

Implementation: Response to Covid

2021-2022
Transition conversations ensured that teaching this year was informed by issues and barriers experienced by the 2020-2021 teaching year. The Progression Map for Spelling was adapted this year to provide for a 'recovery curriculum' and will therefore be revised for 2022-23 to reflect progress.

Impact: Assessment



AfL

Summative assessments are designed to be used every six weeks of the teaching cycle to help us keep track of pupils' progress, to inform next steps for teaching and to identify pupils for 'Keep-up'. These assessments are carried out by the class teacher. These are one-to-one assessments that give a clear indication of the progress of each child.

Impact: Monitoring

- Lesson observations / drop-ins.
- Discussions with teachers / teaching assistants.
- Assessment data.
- Book-looks
- Pupil voice
- Colleague voice
- TT Partnership Review

Impact: Evidence

- Anecdotal evidence has shown a high-value impact of LW phonics from just a few weeks into the implementation of the scheme. Data supports this.
- 92% pass at the 2022 Phonics Screening Check for Year 1.