

PHONICS AT VALLEY ROAD PRIMARY SCHOOL

INTENT

At Valley Road Primary School we aim to -
Deliver daily phonics and spelling through a carefully chosen high-quality phonics programme.
Consistently implement the Little Wandle scheme across the school to equip children with the skills they need to decode and become fluent readers.
Provide children with books closely matched to their phonic abilities to aid success when practising.
Quickly assess and address any gaps in learning and put in place effective keep up support and interventions to meet the children's needs.
Ensure a secure, systematic progression throughout the school.
Enable pupils to read confidently for meaning and regularly enjoy reading for pleasure.

IMPLEMENTATION

Children from Reception to Year 2 follow the Little Wandle scheme, where they participate in speaking, listening, spelling and reading activities that are matched to their current needs.

- Whole class phonics is taught daily in a consistent structure with a regular slot on all class timetables.
- All teachers have access to high quality planning and resources and use the same visual representations & mnemonics.
- Children have weekly small group reading sessions developing their decoding, prosody and comprehension skills.
- Children are encouraged to apply their phonic knowledge in other curriculum areas.
- Children have access to phonetically decodable and reading for pleasure books to read at home.
- Teachers ensure that all children make progress using precision teaching and targeted intervention groups.

IMPACT

Children can decode, segment and blend confidently and by the end of Year 1 are ready to move from learning to read to reading to learn.
Children feel successful in reading and are more willing to read because books are matched to their needs.
By implementing high quality intervention effectively and promptly, most children become fluent confident readers by the end of KS1. A high number of children pass the phonics screening check at the end of Year 1.

PHONICS INTRODUCTION

At Valley Road Primary School we want every child to become a confident, fluent and enthusiastic reader, because reading unlocks the whole curriculum and supports children's self-esteem and future life chances. We place a love of books at the centre of learning, ensuring all pupils have opportunity to 'Read for Practice, Read for Meaning and Read for Pleasure'.

High quality phonics teaching is recognised as an important component in the development of early reading skills and is therefore a vital building block on which our reading curriculum is based on. We teach phonics and early reading through 'Little Wandle Letters and Sounds Revised', a systematic phonics programme starting in Reception and continuing through Key Stage 1. This ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school and enjoy reading from the very beginning.



SUBJECT OUTCOMES 2025

In 2024-2025, 95% of children in Year 1 achieved the required standard in the Phonics Screening Check.
In 2024-2025, 100% of children in Year 2 passed the Phonics Screening Check by the end of the Key Stage.

STRENGTHS

Beyond technical skills, the Little Wandle scheme was chosen because it prioritises creating a positive, nurturing culture of reading, encouraging a lifelong love of literature.

Children have access to a wide range of engaging decodable texts, featuring illustrations and themes that effectively reflect diversity and inclusion.

The Little Wandle scheme offers a consistent approach which lowers cognitive load and gives our children the best chance of success.
We ensure robust intervention for those children with identified gaps.
The visuals and mnemonics also support accurate letter formation
Easily accessible and regularly updated CPD support is available online for all staff, including teaching assistants and Nursery Nurses.
The school has been praised and recognized for high pass rate of the Phonics Screening in Year 1.

INCLUSION

Within phonics, all children take part in daily lessons for their year group. Where appropriate, adaptations are made, and pupils can access the *Little Wandle SEND Programme* if needed. Children are supported through additional interventions that address identified gaps or provide time to consolidate previous learning. Additionally, the consistent structure and supporting visuals help reduce cognitive load, enabling children to make clearer connections in their learning.

PHONICS IN EYFS

Phonics is taught at the very start of every child's learning journey at Valley Road Primary. The program ensures children learn to read by consistently building on previous knowledge, with visuals and mnemonics making it easy for young learners to grasp. It also includes key pre-reading skills, such as listening, attention, and oral blending providing a solid foundation to their reading journey.

SUBJECT ASSESSMENT

Formative assessment is made daily and weekly, within whole class lessons and group reading sessions. Summative assessments, are every 6 weeks, tracking GPCs decoding and blending skills and tricky word recognition. We use an online tracker for progress mapping, accurately matching suitable books, identifying gaps and appropriate intervention. The emphasis is on 'keep up, not catch-up' and can be on a 1:1 or in a small group. Intervention is led by experienced, trained staff and progress is monitored closely to ensure progress.

Children are assessed at the end of Year 1 using Government Statutory Assessment known as the Phonics Screening Check. This confirms whether a child has learnt phonic decoding to an appropriate standard or if further support is needed in Year 2. Children are assessed 1:1 by the Phonics leader, who is a familiar adult to them. Those who do not pass will continue their phonics lessons and retake the screening at the end of Year 2.

TO IMPROVE, OUR CURRENT PRIORITIES ARE:

- To maintain the percentage of children passing the Year 1 Phonics Screening Check (PSC) and ensure that all children pass the PSC before leaving Key Stage 1.
- To fully implement.
- To raise the percentage of EYFS pupils achieving the word reading ELG in Foundation Stage Profile to 75% or above by 2028.