

Intent

At Firs, we believe that **every child should learn to read as quickly and successfully as possible**. Phonics and early reading are therefore prioritised from the beginning of Reception. We follow **Little Wandle Letters and Sounds Revised** to provide a systematic, cumulative progression that builds securely on prior learning.

Pupils learn to recognise grapheme–phoneme correspondences, **blend to read and segment to spell**, developing the accuracy and automaticity needed for fluent reading and writing. Our ambition is for all pupils, regardless of starting point or additional need, to keep up with the programme and become confident, independent readers.

Phonics provides the foundation for our wider reading curriculum. As decoding becomes secure, pupils develop **fluency, prosody, comprehension and a love of reading**, enabling them to access the full curriculum and succeed in their next stage of education.

Implementation

Daily teaching: Reception and Year 1 pupils receive daily phonics following the Little Wandle progression. Lessons systematically review prior learning, teach new GPCs and develop blending, segmenting, reading and spelling. Pupils apply their growing knowledge of the alphabetic code in both reading and writing.

Reading practice: Little Wandle reading practice sessions use books precisely matched to pupils' secure phonic knowledge and explicitly develop **decoding, prosody and comprehension**. Phonics and matched decodable reading continue into Year 2 for pupils who require them, and beyond Year 2 where appropriate.

Assessment and support: Regular Little Wandle assessment identifies precise gaps and informs teaching, groupings and targeted keep-up/catch-up provision. Pupils who are not keeping pace receive additional practice and are reassessed so that support can be adapted quickly.

Fluency: As decoding becomes secure, teaching increasingly focuses on accuracy, automaticity, prosody and fluency. Approximately **60–70 words per minute** is considered alongside accuracy and comprehension when deciding readiness for increasingly independent reading.

Inclusion and consistency: Adults use modelling, repetition, oral blending, visual support and structured practice to enable pupils with SEND, EAL and other barriers to participate successfully. Leaders monitor teaching, assessment and reading practice to maintain consistent implementation of Little Wandle.

Impact

88% of Year 1 pupils met the expected standard in the most recent Phonics Screening Check. Pupils increasingly use their phonic knowledge independently to decode unfamiliar words, read with greater fluency and segment words accurately for spelling.

Children who are at risk of falling behind are identified quickly. Those who do not meet the expected standard continue to receive **systematic phonics teaching and matched reading practice** for as long as necessary; pupils are not moved away from phonics simply because of their age.

Ongoing assessment enables teachers and leaders to evaluate whether gaps are closing and whether additional support is effective. As pupils secure decoding and develop fluency, they are increasingly able to focus their attention on **meaning, vocabulary and comprehension**.

The intended impact is that pupils leave the early stages of reading as **accurate, automatic and confident readers** with secure foundations for independent reading, writing and successful access to the wider curriculum.