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Phonics Policy

2022-23

Updated by Mrs A Howdle 24.09.22

Teaching:

Phonics is to be taught daily from 9.00am. The session should last 20-30 minutes and be practical, engaging and pacey following the *Little Wandle Letters and Sounds Revised* planning. Daily phonics sessions are taught from FS1 through to Year 2. Phonics is also embedded and the application of phonic knowledge is explicit during daily Literacy, English sessions and the wider curriculum. Sessions should be well paced with opportunities for children to embed their new learning when reading and writing. Teachers should address misconceptions and use them as teaching opportunities throughout the school day. Teachers should continue to develop their own subject knowledge through on-going CPD, training modules, “How To…” videos and conversations with the Phonics Lead. It is essential that the teaching and learning of Phonics is of the highest priority across the entirety of the wider school community and not just within the perimeters of Foundation Stage and Key Stage 1. Strategies and resources should be embedded and available to all children (particularly those who a significant gap in their teaching in KS2). It is of paramount importance that all children should be exposed to high quality teaching and expectations with regards to phonics and reading skills.

Phonics Program and Coverage:

As an academy we follow the *Little Wandle Letters and Sounds Revised* systematic synthetic phonics program validated by the DfE. Teaching sequences, strategies and interventions are taken from the *Little Wandle Letters and Sounds Revised* program. Professional judgement and teacher discresition should also ensure that ongoing assessment takes place on a daily basis allowing teachers to provide support and feedback immediately. Sessions should be resourced appropriately to meet the specific needs and age of the children accessing the session – sessions should be prepared and ready prior to the start of the school day. Staff across Foundation and KS1 attend fortnightly meetings to discuss phonics coverage, misconceptions and next steps. The Phonics Lead will carry out Phonics ‘Drop-In’ sessions to observe the teaching and learning of systematic synthetic phonics on a half termly basis and will report back to SLT.

Reading Books

To support early reading and embed phonics skills all children have access to a phonetically decodable reading book. The children from Foundation Stage and Key Stage 1 use the *Letters and Sounds* decodable reading books. These books correspond with the correct phonics phases being taught in school. Teachers are to ensure that each child is reading a phase appropriate reading book. Children should read the books more than once to build up fluency and embed early reading skills. In addition to the 1:1 readers all children in FS2 and KS1 are to access a group reading session three times a week using the *Big Cat eBooks.* The eBooks follow the *Little Wandle Letters and Sounds Revised* teaching sequence and allow children to embed their phonic knowledge whilst developing their reading fluency.

Terminology:

Adults should be using and modelling the correct terminology during phonics sessions. The children should be exposed to the correct terminology from Phase 1 and encouraged to use it during phonics sessions.

Digraph – a combination of two letters making one sound */ee/ai/ph/ss/*

Trigraph – a single sound that is made up of three letters */igh/air/ear/*

Split (vowel) digraph – a digraph that is split my a consonant */a-e/e-e/i-e/o-e/u-e/*

Phoneme – a unit of sound in speech

Grapheme – a letter/s that represent a sound

Coverage:

FS1- Phonological Awareness

FS2- Phase 2, 3 and 4

Year 1- Recap and Phase 5

Year 2- Phase 5 recap and Babcock Spelling Program

Classroom Resources:

All children in Foundation Stage and KS1 should have access to phase appropriate resources within the classroom. The resources should be modelled during both phonics sessions and the wider curriculum. Children should be able to access the resources freely and use them without adult support. Resources and strategies should be consistent across the school. As and where possible, the resources should also be available in both print and the school’s cursive font. There should be multiple opportunities for children to read phonetically decodable words, sentences and phrases linked to the coverage taught previous to continually embed knowledge. Children should be encouraged to use the Working Walls and classroom environments independently to consolidate and enrich their learning experience. Staff can create their own grapheme cards, word cards and flashcards using cream card and black pen alongside the *Little Wandle Letters and Sounds Revised* official resources. This is to ensure children are exposed to the school’s cursive letter formation and a variety of writing styles (including handwriting and print). Examples of graphemes, tricky words and sentences previously taught must be on display and continually referred to.

* Grapheme Mats
* High frequency words/ tricky words
* Alphabet strips
* Models of Excellence
* *Letters and Sounds* reading books
* *Big Cat* eBooks
* Grapheme cards (flashcards)

Phonics Screening Check:

The Phonics Screening Check takes in place the first week in June. All children in Year 1 will complete the check and therefore it is of paramount importance that all children are exposed to high quality teaching in preparation.

All children in Year 1 must complete a mock Phonics Screening Check every half term. A check will be administered to the children in FS2 who have been exposed to Phase 3/4 by the end of the summer term.

Target children are to be identified by class teachers and must receive additional intense intervention to ensure they are prepared for the PSC. A combination of mock results, teacher judgement and gap strength analysis should inform class teachers as to what support the children need. Target children are to be invited to a ‘Phonics Club’ in the spring term for additional support. Phonics homework is to be sent home every week from January to embed and consolidate phonic knowledge.

Phonics and early reading are everyone’s responsibility. As a team we must have high expectations and truly value early literacy skills. We are not teaching children to pass the Phonics Screening Check. We are teaching children to become readers.

