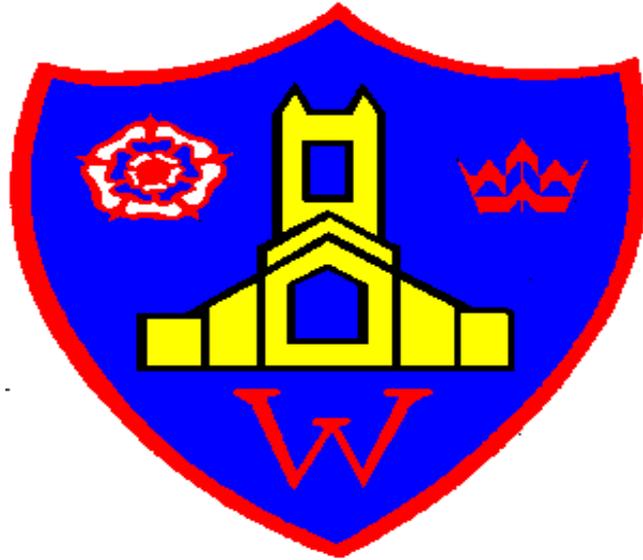


WALMSLEY C.E. SCHOOL

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English Phonics Statement

Date Drafted	Dec 2021
Policy Written By	R Cahill
Date Reviewed	Sep 22
Date of Next Review	Sep 24
Responsible Committee	School Effectiveness

As a school we pledge to:

...be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment

...work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity

...give ownership of the opportunities presented to the school family thus enabling them to reflect on their time at Walmsley with pride

Statement of Intent

Phonics is a systematic way of delivering the Letters and Sounds programme, which aims to teach children how to read and write. It is taught daily in Reception and Key Stage 1 for twenty minutes.

We aim to provide children with an integrated programme of learning letters and sounds through speaking and listening, reading and writing. The teaching of Phonics is based upon the government accredited scheme Super Sonic Phonic Friends, providing children with:

- A daily phonics session, based on a model of review, introduction of new learning, practise and applying
- Focused directed teaching involving oral and written practice of letters and sounds
- A variety of teaching methods, including demonstration, modelling, games, singing and other practical activities.

The Super Sonic Phonic Friends programme is split up into 5 key basic phases. These basic phrases are progressive and build on the previous basic phases to help children to read and write. Additionally, this allows children to become increasingly fluent readers and writers as they move through the Foundation Stage into Key Stage 1.

Curriculum Implementation for Phonics

At Walmsley C of E we aim to deliver Phonics in a successful manner that allows the pupils to learn and recognise sounds which will then help them to decode and read words with confidence.

The following are the ways in which we ensure Phonics is taught in line with our aims:

1. Planning should be based on curriculum guidance for the Foundation Stage, and the Super Sonic phonic Friends accredited scheme of learning.
2. The Phonics curriculum is delivered as a discrete subject and links are made where appropriate to embed learning. There is a consistent approach across EYFS and KS1.
3. All children will work in groups according to the phase of phonics they are currently working on. This will allow all pupils to progress as individuals and build on previous learning.

4. Assessment should be a continuous process and up-to date records kept using, a phonics tracker, key word lists, guided reading records as appropriate.
5. Weekly teaching of phonics should include planned learning objectives so that new learning takes place daily through a range of activities. Daily lessons should be planned in the sequence outlined in the phonics progression document, and should allow opportunities for oral, reading and written practice.
6. All children should be encouraged to apply their phonic knowledge across the curriculum wherever appropriate.
7. To enhance pupil's enjoyment and understanding, teaching should reflect a variety of learning styles including the use of ICT, games, drama, speaking, listening and writing.
8. Principles of good teaching and learning in phonics will be shared with parents through workshops, literature and via the school blog. Home support and practice is acknowledged as being extremely valuable and is highly encouraged.
9. Pupils should be taught the conventional ways of forming letter shapes, lower case and capitals through purposeful guided practice using print in EYFS and cursive handwriting In Key Stage 1. Modelling letter formation should be used to encourage a comfortable and legible handwriting style.
10. To develop an approach to spelling as outlined in letters and sounds, which should include learning phonic patterns and key words.
11. Children will be given phonic decodable books to support their blending of taught phonemes.

The Phonics Co-ordinator will manage the curriculum in terms of content and resources, monitor planning and offer their skills, knowledge and support to colleagues.

Curriculum Impact for Phonics

The acquisition of phonic knowledge is key to many literacy activities, including spelling and reading.

Additionally, it needs regular systematic practice to achieve the best progress. Daily practice is key, but learning should be applied across the curriculum.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.