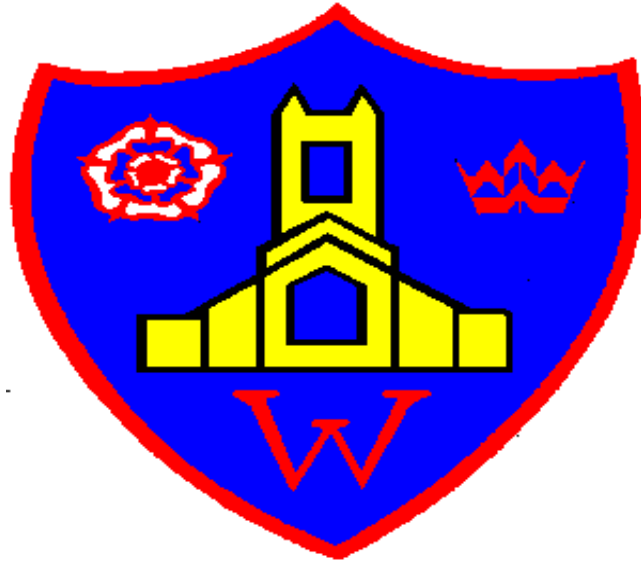


# WALMSLEY C.E. SCHOOL

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## English Year 1+ Phonics Statement

Date Drafted	Dec 2021
Policy Written By	R Cahill
Date Reviewed	Sep 22, Oct '24
Date of Next Review	Sep 26
Responsible Committee	School Effectiveness
Changes made in review	9. handwriting style for 1-6 Curriculum impact – sentence added about the use of phonics tracker to monitor. Reception information removed as using a different scheme.

## **Vision**

### ***Working as a family to flourish in God's love.***

Guided by God, we will provide rich, memorable learning experiences which will build character in each individual child.

We will ensure that all children are able to flourish and experience God's wonderful world in all its fullness.

Together as a family we aim to love, respect, aspire, trust, show compassion and be resilient.

## **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 Key Stage 1 for thirty 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 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 KS1.
3. All children will work in mixed ability 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 Workshop, the school website and literature. 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 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.

Phonics tracker is used to monitor progress of the reading and writing of sounds and key words. This is monitored by the subject co-ordinator.

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.