



Stonelow Junior School

PHONICS POLICY

July 2023

Approved by: *Governors*

Date:

Last reviewed on:

Next review due by:
September 2024

Sept 2021	policy written and approved by <i>Governors</i>
July 2023	Policy updated and reviewed. Approved on ----

1. Vision

Our vision is that all children will be confident and fluent readers and writers. High quality systematic teaching of phonics is the key to supporting and developing independent readers and is given priority at Stonelow Junior School. Systematic synthetic phonics (SSP) has proven effectiveness and is followed with rigour and fidelity; children are taught consistently to use phonics as the route to reading (and writing) by developing learners' phonemic awareness.

Our aim is to systematically teach learners, who still cannot decode words or have not passed the KS1 phonics phases, the relationship between these sounds and then how to apply these to the written spelling patterns, or graphemes, which represent them.

Phonics comprises the skills of 'decoding' to blend sounds to read words, along with 'encoding' which is using sounds to spell words. Our aim is to ensure children fully grasp the knowledge and skills of blending to read and segment to spell.

- Our expectations are positive and high for all children regardless of background.
- There is confidence that teaching the programme will ensure success.
- Our pupils are continually praised and encouraged.
- Small-steps success is built on and celebrated.

Our catch-up phonics programme using Little Wandle Catch-up follows the principles in Letters and Sounds [2007]. Staff plan daily lessons that follow the phonic phases and pick up from the learning that the children have done in their infant schools.

2. Subject Leadership

The English Lead:

- ensures that staff regularly monitor the assessment of all pupils still requiring phonics and those who are in phonics teaching groups.
- regularly tracks children's progress and analyses data to identify progress rates, gaps, and next steps/groups.
- Ensures that phonic teaching takes place each day starting at 9.05am for approximately 20 minutes.
- monitors the quality of teaching and learning of phonics groups through systematic 'drop-ins' to ensure quality, consistency and continuity of teaching are all of high quality
- provides effective feedback, advice and support to relevant staff to ensure pupils make rapid progress
- organises coaching, mentoring, training and regular updates with staff
- is responsible for reporting to the Head Teacher and governors about the quality of the implementation of phonics teaching through Little Wandle and the impact it is having.
- monitors the organisation of smaller intervention groups for children not making expected progress with reading and assesses for phonics phases.

3. Planning

Planning is provided by the Little Wandle scheme and is in place. This follows the guidance for each phase set out in Letters and Sounds which is set out in Handbook and on the online resources which can be accessed by staff. This is followed with rigor and fidelity.

4. Teaching and Learning

Phonics is taught five times per week for 20-25 minutes. The sessions may include children from any year group (Y3-Y6) and depends on the needs and requirements of the children. Children who do not need a phonics session will be in class.

Phonics Catch-up groups are taught to those pupils who have been identified as working significantly below national expectations and who require additional intervention in order to make expected progress.

When teaching Phonics, staff use agreed communal language in order to ensure there is consistency across the school. The correct terminology will be used at all times across the school.

Sufficient time and priority is given to fully implement the Little Wandle programme and ensure the pace of the programme is maintained.

Our teaching includes:

- grapheme/phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence
- a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words
- highly important skill of blending (synthesising) phonemes, in order, all through a word to read it
- the application of the skills of segmenting words into their constituent phonemes to spell; and understanding that blending and segmenting are reversible processes
- the introduction of a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words
- the knowledge that phonemes should be blended, in order, from left to right, 'all through the word' for reading
- demonstrations of how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending

Children practise early reading with decodable books that:

- are matched to phonic knowledge/phase and uses the phonic library
- are fully decodable at child's current level and do not simply practise phoneme(s)
- most recently taught include a controlled, small number of 'tricky words' the decoding of which has been specifically taught

5. Assessment and Recording

The staff member leading each group assesses children formatively throughout every lesson. They will assess how well the children can segment to spell and blend to read the words. The children will be assessed on their understanding of grapheme / phoneme correspondences as well as how well they can use the given phonemes in a sentence, and spell the tricky words.

The children in Year 3 who have not passed their KS1 phonics assessment, will be assessed during the first 2 weeks of the school year. Children will then be organised into a phonics catch-up group if they require one and assessed by either the English Lead or Headteacher at the end of each taught phase. This is in line with the Little Wandle scheme.

6. Resources

Key resources purchased in line with the Little Wandle Catch-up scheme include:

- phonic flash cards (located in each teaching area)
- High frequency words/tricky words
- fiction and non-fiction graded reading books
- white boards and pens

7. Parents and carers

The involvement of parents and carers is crucial.

Communication with parents/carers about their child's starting points, next steps and how to support at home are shared. This can also be discussed during Parents' Evening in the autumn term at and throughout the year.

Phonic videos of pronouncing 'pure' sounds are also shared via the school website. Phonic, reading and spelling achievement is celebrated throughout through nominating pupils for Celebration Assembly and Class Dojos.