

Phonics Policy

Reviewed: September 2023
Next Review: September 2024

St George's Church of England Primary School



Bringing **faith** and **education** together

**Reviewed by Mrs K Foreman, Phonics Subject
Lead**

RATIONALE

At St George's Church of England Primary School, reading is at the heart of the curriculum, and we believe that good teaching of Phonics offers all pupils the opportunity to learn to read fluently and confidently, improving language and inspiring children's imaginations. Reading is a fundamental skill that allows children to engage with all areas of the curriculum as well as accessing an understanding of the wider world. Through continuous and high-quality teaching children will be taught a range of strategies to support them with decoding and blending, to ensure that once mastered, they are able to read for pleasure and write comfortably.

At St George's Church of England Primary School, we believe these principles underpin good teaching and learning in Phonics:

- Quality bursts of enjoyable and engaging sessions, where there is consistent practice, progression and continuity
- Fun and engaging resources used to embed and enhance
- Opportunities for cross-curricular practice in all areas of learning

TEACHING AND CONTENT

In Foundation Stage and Key Stage 1:

Phonics is taught through the Little Wandle scheme, following a whole class approach. Each lesson follows the same sequence:

- Revisit/Review
- Teach
- Practice
- Apply

In Key Stage 2:

After the Little Wandle programme has been completed children move on to support for spelling using The Kent Spelling Scheme, taken from The Kent Planner. Word work is taught explicitly and regularly to all pupils. Children are taught about morphology (the structure of words) to guide their spelling, *e.g. 'richness' belongs to a whole group of words ending in '-ness' and this ending is always spelt with a double 's'.*

If a child/children still require phonic teaching and support in KS2, they will be assessed using materials from Little Wandle and then follow the scheme accordingly. All members of staff across the school have received Little Wandle training.

INTERVENTION

Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention by their class teachers. This will include:

*Phonics 'keep up' session-this takes place after a phonics lesson and is for children who are identified in the lesson as needing some reinforcement.

*Precision teaching

*Phonics booster groups

ROLE OF PHONICS SUBJECT LEADER:

The Phonics Leader is responsible for meeting the aims outlined in this policy by:

- Ensuring continuity and progression across Foundation Stage, Key Stage 1 and Key Stage 2 (where appropriate)
- Providing in-house training to staff where appropriate, in line with the School Improvement Plan
- Advising and supporting staff in the implementation and assessment of phonics throughout the school
- Assisting with the resourcing and maintenance of resources required for the teaching of phonics
- Monitoring the quality of teaching and learning in phonics across the school

ROLE OF CLASS TEACHERS:

Class teachers are responsible for meeting the aims outlined in this policy by:

- Being aware of individual children's needs through both teacher judgement and formative assessment
- Tracking children's progress on the agreed tracking sheets at the end of each term
- Teaching quality daily phonics lessons
- Providing opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum
- Follow the teaching progression set out in Little Wandle.

ASSESSMENT

Assessment for Learning: Class teachers continually assess their children and record their progress throughout the phonics lessons, using this information to plan children's next steps.

Assessment of Learning: Phonics is assessed regularly using Little Wandle assessment materials.

At the end of Year 1 there is statutory assessment. The Year 1 phonics screening check takes place in June each year and is administered by the class teachers. This assessment measures the children's knowledge of their grapheme-phoneme correspondence and their skills in blending.

Those children who do not succeed in passing the phonic screening check in Year 1 are highlighted for further intervention and targeted for support before completing the screening check again in Year 2.

For children who do not succeed a second time, provision is made for them to receive intervention and targeted support when transitioning into Key Stage 2.

Feedback: Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parent's evening and through the end of year report. Targeted feedback may also be reported to parents when the class teacher has concerns of progress.

Assessment information is passed onto the next teacher as part of transition between year groups and phases.