

Phonics

Intent

Phonics plays a vital part in developing the reading skills of our children and enabling them to become lifelong readers, with a love and enthusiasm for reading which will enthuse their **curiosity** and desire to learn new things. These skills can then be applied when writing and so it is vital that our children are **confident** with decoding and have a strong phonic knowledge in order for them to be **hardworking and ambitious** and find it easier to access much of the wider curriculum.

Phonics gives children the essential skills to become fluent, **confident** and engaged readers and is fundamental in enabling them to access a wide range of texts, across the curriculum. Reading underpins children's access to the curriculum and impacts their attainment too which is why, in EYFS and KS1, we place a big emphasis on phonics.

We aim to form a positive relationship with parents to support their understanding of phonics and to enable them to help their children at home too.

We want the children to develop their ability to segment and blend words by developing a strong understanding of grapheme-phoneme correspondence. We aim for our phonics teaching to link closely with our broad range of fiction and non-fiction books that are fully decodable; allowing the children to practise both in and out of school. By accessing a wide range of books, we aim to develop children that have a **respectful understanding** of the world they live in and are **responsible and caring** citizens.

Implementation

We are a 'Little Wandle' school and teach using their phonics scheme. 'Little Wandle' is a detailed and systematic programme that includes:

1. Direct teaching in frequent, short bursts
2. A consistent approach
3. Secure, systematic progression
4. A maintained pace of learning
5. Repeated practice
6. Application of phonics using matched decodable books
7. Early identification of children at risk of falling behind, linked to the provision of effective keep-up support

All children in our Early Years and Year 1 provision have daily, targeted phonics sessions. All children begin by revisiting previous phonemes and graphemes taught. They will then be introduced to a new grapheme/phoneme which they will practise and apply in different contexts. We follow the 'Little Wandle Letters and Sounds Revised' expectations of progress:

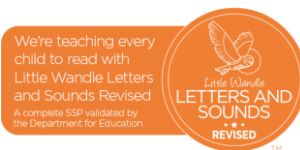
Reception - Read and spell words using Phase 2 and 3 GPCs and words with adjacent consonants (Phase 4), with fluency and accuracy

Year 1 – Review Phase 3 and 4 and read and spell words using Phase 5 GPCs, with fluency and accuracy

During this programme, those identified as being at risk of falling behind receive daily keep-up sessions. These sessions match the structure of class teaching and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures learning. Children that are further behind and in Year 2 or above will be provided with Rapid Catch Up intervention sessions. Reading is an invaluable skill when exploring the rest of the curriculum and so supporting these children is of utmost importance.

Phonic decoding skills must be practised until children become automatic, and fluent reading is established. Children being taught phonics in Reception and Year 1 have three reading sessions a week. The books the children read are fully decodable and match the progression of the 'Little Wandle' scheme.

From Year 2, the children then move on to learning spelling rules, following the Spelling Shed progression. This builds on the foundations the children have learnt during phonics and requires children to continue to recap previously learnt graphemes.



Impact

All staff involved with the teaching of phonics and/or spelling, regularly assess the progress of our children. Ongoing formative assessment takes place within each phonics session which includes: observations, questioning and discussion. This is fed forward into future planning and any additional support required to ensure progress is not limited.

Using the 'Little Wandle Letters and Sounds Revised' half-termly assessments we can track the children's progress and identify children for daily keep-up sessions and rapid catch-up sessions. These assessments also allow us to make sure the children's reading books are matched to their individual secure phonic knowledge.

Year 1s complete the National Phonics Screening Check in June which indicates whether they have learned phonic decoding to an age-appropriate standard. The children who do not meet the standard in Year 1 are re-entered again in Year 2 – after they have received their additional phonics support where needed. Provision is made for those children who have still not passed the phonics screen as they enter KS2.

Quality first teaching is essential in improving outcomes in phonics and all staff are trained in delivering the 'Little Wandle Letters and Sounds Revised' programme. In response to monitoring (including lessons, professional discussion and data), areas for development within groups of children, year groups, classes or the whole school are identified and developed.