Phonics Policy

Approved by:	**Full Governing Body**
Date:	**November 2024**
Next review due by:	**November 2027**

At St Leonard's CE Primary School, we teach phonics using a systematic approach. We use the Little Wandle Letters and Sounds programme to deliver fun and engaging sessions.

Little Wandle aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children.

Phase	Phonic knowledge and skills
Foundations for Phonics	Part of communication and language provision in Nursery where children learn to tune into the sounds around them. A balance of child led and adult initiated experiences including daily sharing of high-quality texts. Activities include environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase two	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase three	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences, and questions. On completion of this phase, children will have learnt the "simple code", i.e., one grapheme for each phoneme in the English language.
Phase four	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g., swim, clap, jump.
Phase five	Now we move on to the "complex code". Children learn more graphemes for the phonemes, which they already know, plus different ways of pronouncing the graphemes they already know.

We believe that the high-quality teaching of phonics is important for the development of reading skills as well as writing, letter formation and spelling. We ensure that children are able to immediately apply their phonic knowledge in writing lessons as well as during guided reading sessions with carefully chosen texts to consolidate what they have learnt in phonics.

In the early stages of reading, the focus of teaching is the systematic development of phonic knowledge and the application of this in reading. Learning and application of phonics are inseparable and linked together through reading and writing.
Children's knowledge of the alphabetic code (how letters or groups of letters represent the sounds of the language) supports their reading and writing.

Nursery

In Nursery Children are introduced to systematic, synthetic phonics through 'Foundations for Phonics' which is part of the Little Wandle Letters and Sounds programme. This phase concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in the Reception classes. The emphasis during 'Foundations for Phonics' is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Reception

As children progress into Reception classes, the emphasis of phonics teaching will support children's understanding that letters represent sounds in spoken words which will support their decoding of the printed word. 'Little Wandle' is used as a basis for a daily phonics session. In Reception, children begin phase 2 of the programme, and immediately start to learn grapheme/phoneme correspondence. By the end of the Reception, most children will be confident in phase 3 and 4 where they will have learned a grapheme for each of the phonemes in the English language.

Children who have met the **Early Learning Goal** for reading at the end of Reception year will be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.

- Read words consistent with their phonic knowledge by sound blending.

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Key Stage 1

In Year 1, children continue to work through the phonic phases of 'Little Wandle' with a daily phonics lesson. As children progress into Year 2, phonics teaching continues to ensure children's fluent decoding of new words to support their reading.

For the children in Foundation Stage and KS1, as well as for those children in KS2 who are learning the alphabetic code through phonics lessons, teachers carefully select decodable books for the children to read during guided reading, 1:1 reading sessions in school and for reading at home. These texts are closely matched to their developing phonic knowledge so that they can apply their learning, read independently, and feel like successful readers.

Key Stage 2

Children who do not pass their phonics screening in KS1 are targeted via small group interventions. These sessions can be daily or weekly. Children are encouraged to use their phonemic awareness to help them read fluently.

We aim to engage parents as fully as possible in their children's developing use of phonics. We run an annual phonics workshop for the parents/carers of children in Foundation Stage. At parents' evenings, as well as during more informal meetings, when necessary, we hold discussions with parents about how they can support their child's reading at home using their phonics skills and strategies. We discuss how this links to their writing and show parents resources we use in school. We provide parents with book lists of appropriate texts for their child to read to compliment the reading books they bring home from school.

The Phonics Leader at St Leonard's CE Primary School is responsible for the standards, progress and implementation of phonics across Foundation Stage, KS1 and where appropriate within KS2. They are responsible for monitoring the quality of teaching and learning for phonics in line with school policy.

The Phonics Leader will carry out lesson observations, monitoring of planning, scrutiny of assessment data, modelling of outstanding lesson delivery and staff training and CPD. The Leader is responsible for ensuring subject coverage and progression in phonics using the Little Wandle Letters and Sounds framework at an appropriate pace.

The Leader will monitor the quality of teaching and learning, and secure improvement where needed by providing support to staff where required. They will monitor planning to ensure individual needs are being met in phonics and are responsible for ensuring that interventions and support are in place for pupils requiring extra support.

The Head Teacher, Phonics Leader and KS1 Leader of Learning are responsible for ensuring that the management and execution of the Year One National Phonics Screening Test follows the DfE guidelines. Submitting data as required as well as reporting results to parents is the responsibility oof the KS1 Leader of Learning as well as the KS1 class teachers.

The Phonics Leader will collect and interpret data from phonics screening results and report to governors on strengths, areas of development and impact and effectiveness of provision. They will analyse and evaluate strengths and weaknesses in the subject and manage improvement where required. They will share and signpost teachers to high quality resources.

Review

This policy will be reviewed every three years by the Phonics Lead and EYFS Leader of Learning.