



Phonics Policy

Approved by SLT on:

25th April 2023

Review Date:

Summer Term 2027

Barley Lane Primary School

Curriculum Policy: Phonics

Contents

Curriculum Intent.....	2
Comprehension.....	3
Curriculum Implementation.....	3
Early Years (Nursery).....	3
Early Years (Reception) and Key Stage 1.....	3
Keep-up lessons ensure every child learns to read	4
Key Stage 2.....	4
Home reading.....	4
Ensuring consistency and pace of progress	4
Reading for pleasure	4
Curriculum Impact.....	5
Statutory assessment.....	5
Linked policies.....	5

We aim to Believe in Ourselves, Learn together, Persevere and Succeed. In order to achieve this, and to achieve national standards for all of our children, we aim that our children:

- Communicate clearly and respectfully
- Have a good knowledge of the world and how history has impacted on this
- Develop cultural appreciation through rich and valuable experiences
- Show resilience, especially when faced with new situations

Our curriculum is underpinned by our five core values: Compassion, Honesty, Respect, Responsibility and Resilience. We aim to widen the life experiences for our children, with a particular focus on cultural and creative experiences. It is our intention that we provide regular opportunities for our children to visit different places of interest, experience the work of different international artists and to visit museums and places within their locality. These are designed to be memorable learning experiences which help to build character.

Curriculum Intent

We believe that all our children can become fluent readers and writers. We teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised Progression which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school.

As a result, our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have our English Leader, EYFS Leader and Deputy Headteachers drive the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support staff so that everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

Curriculum Implementation

Early Years (Nursery)

- We provide a balance of child-led and adult-led experiences for all children that meet the
- curriculum expectations for 'Communication and Language' and 'Literacy'. These include:
- Sharing high-quality stories and poems
- Learning a range of nursery rhymes and action rhymes
- Activities that develop focused listening and attention, including oral blending
- Attention to high-quality language
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Early Years (Reception) and Key Stage 1

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10 minute lessons with additional daily oral blending games, to the full-length lesson as quickly as possible. Every Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception with teaching starting early in the Autumn term. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Children in Year 2 review Phase 5 GPCs and are taught the application of their phonic knowledge to spelling and grammar.

Keep-up lessons ensure every child learns to read

Any child who needs additional practice has Keep-up support. Keep-up lessons 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 their learning.

We timetable daily phonics lessons for children in Year 2 or 3 who are not fully fluent at reading or who have not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources at pace.

Key Stage 2

If any child in Years 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps.

Home reading

A decodable reading book linked to the child's current phonic level is taken home to ensure success is shared at home. Reading for pleasure books also go home for parents to share and read to their child. We use the Little Wandle Letters and Sounds Revised parents' resources to engage

Our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Ensuring consistency and pace of progress

Staff use the same language, routines and resources to teach children to read. Weekly content grids map each element of new learning to each day, week and term for the duration of the programme. Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson. The Reading Leader uses the summative data to identify children who need additional support and gaps in learning.

Reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002) 'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

We read to children every day. We choose books carefully as we want children to experience a wide range of books including books that reflect our children and community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice a child to read a wide range of books.

In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.

Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. As the children progress through the school, they are encouraged to keep a list of the books/authors that they have read. Each class visits the library in school every week.

Curriculum Impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used daily within class to identify children needing support and weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used every six - eight weeks to assess progress, identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.

Children new to the school can be quickly assessed to identify any gaps in their phonic knowledge and provide appropriate extra teaching.

Statutory assessment

Children in Year 1 sit the Phonics screening check in June. Any child not passing the check re-sits it in Year 2. Results are shared with parents.

Linked policies

Reading Policy

Teaching & Learning Policy

Marking Policy

Assessment and Feedback Policy

Curriculum Policy