

Phonics Policy



Intent

At Queensway Primary School, we believe that it is essential for **all** children to become confident, successful, and fluent readers. To do so, we aim for all children to develop competence in word reading; promote and develop language comprehension; and ensure that throughout their time at Queensway Primary School, children experience a range of high-quality texts leading to a strong reading culture. We believe in the importance of teaching children systematic synthetic phonics as a firm foundation for reading. Being able to read most words 'at a glance', supports children in being free to focus on the meaning of what has been read.

We intend for all pupils to achieve to their full potential and will ensure this happens by:

- Following a systematic synthetic programme with fidelity
- Ensuring that all children participate in high-quality phonics sessions
- Tracking children from the start of Reception to ensure that no child falls behind
- Providing additional support for children at risk of reading failure
- Ensuring all staff are experts in the teaching of reading
- Appointing a designated phonics lead
- Developing strong relationships between home and school
- Providing fully decodable reading books that are carefully matched to the child's developing phonics knowledge and do not require children to use other strategies to work out words
- Promoting a love of reading
- Ensuring children apply their phonic knowledge in reading and writing across the full curriculum

Implementation

Organisation:

At Queensway, 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 school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Queensway, we also model the application of the alphabetic code through phonics in shared 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. All lessons have a clear structure – see appendix one.

Expectations:

Foundations for phonics in Nursery:

- We provide a balance of child-led and adult-led experiences within the areas of learning: 'Communication and language' and 'Literacy'. These include:
 - All nursery children have Phonics sessions that develop focused listening and attention, including oral blending, initial sounds in words and rhyme.
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

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. Each Friday, we review the week's teaching to help children become fluent readers.

- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. 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.

Phonics for children in Year 2:

Children in Year two will revisit Phase 5 developing a variety of spelling strategies including word specific spellings, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. After Phase 5 is completed, teachers use 'Spelling Pathway' for spelling lessons.

Pseudo words:

Wherever possible sounds are taught in context, but pseudo words (nonsense words) are introduced at Queensway in Year 1 through the Little Wandle Phonics lessons, in order to prepare children for the Phonics Screening Test where they are used to assess the children's ability to decode words using their phonics strategies.

Terminology:

Consistent terminology is used across the school ensuring fidelity to our approach. All children are exposed to vocabulary such as graphemes, phonemes, digraphs, trigraphs, clusters and non-sense words.

Environment and resources:

Every class from Reception to the end of KS1 have a phonics display boards. In Reception, displays include the Little Wandle grapheme chart with the Phase 2 and 3 sounds on. Classes in Years 1-6 have a Little Wandle 'Grow the Code' chart. When the children participate in their phonic groups, they are in rooms or areas where they have access to phonics displays. Children have access to a grow the code or grapheme chart in phonics lessons and when writing across the curriculum.

Blending and segmenting:

Adults use their fingers to model segmenting and blending. This means that they are counting the sounds in words on their fingers. This allows the children to use this approach when they are working independently to read and write words within their phonic lessons and other areas of the curriculum.

Common exception words (tricky words):

At Queensway, we follow the Little Wandle progressions for the teaching and learning of tricky words. The common exception words, as set out in the National Curriculum for years 1 and 2, are taught alongside these words in KS1.

Decodable readers:

Decodable books are in a central area for Reception classes and KS1. They are organised in Phases 2,3, 4, and 5. Children take a reading book home known as their '**practise book**' which is fully decodable and matches their phonics knowledge. Children are expected to read their practise book three times at home before it is changed. In addition, the children are given a '**book talk/reading for pleasure**' book to enjoy and discuss with an adult at home. Decodable readers can be used for 1:1 reading and books that are sent home for reading.

Dictation:

Dictation is included in every phonics lesson. Adults encourage the children to internalise the sentence by repeating in various voices and counting the words on their fingers before they write the sentence down.

Enhancement offer:

In the Nursery and Reception classes, children have additional opportunities to practise and apply their phonics through continuous provision. In Year 1 and Year 2, children who have been identified as needing additional support have additional phonics during the school day.

Challenge:

To provide extension and challenge, children are encouraged to spell more complex words when applying their phonic knowledge. For example, when working on 'oi' grapheme most children will be spelling words like boil and oil, whereas some children will be spelling words like avoid and ointment. Phoneme spotter stories will have alternative graphemes. Children are challenged to create their own sentences using what they have been learning in phonics.

Children still needing Phonics support in KS2:

Teachers use Little Wandle Rapid Catch up resources and planning to ensure children in KS2, who are still in need of Phonics support have additional phonics sessions as appropriate. In addition, children identified as a concern in reading receive additional 1:1 reading sessions that are planned by the class teacher to focus all adults on appropriate next steps. Class teachers share their concerns with parents informing them that their child is receiving additional 1:1 reading; parents are encouraged to read with their child on a daily basis at home. This includes children in KS2 who need additional support in Phonics. These children continue to have access to resources in writing that support their phonic application. Additionally, teachers have access to decodable books that a better suited to the maturity of children in KS2. Their progress would be monitored termly as in KS1.

Home school links:

Every year, parents of children starting Reception are invited to a Phonics Workshop to explain how phonics is taught and how parents can support their children at home. Parents have access through a school website to clips explaining how the phonemes are sounded in lessons. Parents are also able to access the Everybody Read section of the Little Wandle website. This includes activities, support and ideas on how to support children at home. Additionally, as part of our shared lessons, parents could be invited to watch a phonics lesson in action. In Reception, KS1 and years 3 and 4, all children have a reading diary that goes home with their reading book to record home reading sessions.

CPD:

All new staff are given phonics training so we can ensure fidelity to our approach; they would also have opportunities as part of their induction to watch and reflect on the teaching of phonics by an experienced staff member. All staff are given refresher training every year. Any new teachers would be given support by the phonics leader as appropriate. The Phonics Leader is given management time to monitor the planning and teaching of phonics. Observations are reported back on school monitoring forms with next steps and a date of return to check any actions. This is overseen by the Senior Leadership Team.

Assessment:

- Initial baseline at the start of every new academic year
- Regular assessments every short term-this would be formative using feedback from adults, planning feedback and feedback in Blue Reading Record Books
- Little Wandle assessments at the end of each Phase. This is six times a year for Reception and Year 1.
- There are 3 formal assessment points in the year-phonics and reading would be part of this
- Phonics Leader, KS1 Phase Leader and EYFS Leader have an overview of progress in each class
- Teachers complete school tracking sheets to record progress
- The **Phonics Screening Check** takes place in the Summer Term for Year 1 children. The Phonics Leader Carries out the assessments, records and reports the results. The results are shared with parents in their school report.

Monitoring, evaluation and development:

Planning, teaching and assessment in Phonics across the school is monitored by the Phonics Leader as part of our regular monitoring by the Senior Leadership Team. Monitoring is linked to the School Development

Plan, next steps that have arisen from previous monitoring or areas of concern in children's progress. In addition, the Reading Leader monitors reading including observing teaching, and, scrutinising planning, records, moderation and analysing summative assessment data. The Reading Leader presents a report regarding attainment and progress to governors after each assessment point (December, April and July).

Impact

Phonics Screening

Year	% of all Pupils who passed phonics screening	% of PP Pupils who passed phonics screening	% of pupils on SEND register who passed phonics screening
2022	80%	58%	41%
2023	80%	58%	56%
2024	78%	71%	25%

In observations made by the Headteacher and senior leadership team, it has been noted that children use Queensway phonic resources to write with independence, applying their phonic knowledge. In addition, teachers model the use of these resources in the teaching of writing. Book scrutinies by the Writing Leader support these observations.




Through regular monitoring, the Phonics Leader ensures that phonics is being taught with consistency and fidelity. Next steps are communicated through the school's system of monitoring and followed up at a time agreed by the class teacher and the senior leadership team.

Review

This policy will be reviewed every three years by the Senior Leadership Team under the delegation from the Quality of Education Committee.

Headteacher Date

Appendix One

Revisit and Review 	Practise previously learned letters or graphemes or blending and segmentation as appropriate.
Teach 	Teach new graphemes, some tricky words, blending and segmenting of adjacent consonants.
Practise 	Practise blending and reading words with a new GPC/adjacent consonants; segmenting and spelling words with a new GPC /adjacent consonants.
Apply	Read and write a sentence using one or more tricky /high frequency words and words containing the new graphemes/adjacent consonants.