

	Whiston Willis Primary Academy	
	Phonics Policy Whiston Willis Primary Academy	

Lead Responsibility	Leanne Halsall	Approved By Governors	
Implementation date	03.10.2023	Review date	03.10.2024

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

Phonics

Vision and Aims

Through our phonics we aim to:

- Establish consistent high quality practice, progression and continuity in the teaching and learning of phonics and spelling through school.
- Differentiate phonics and spelling work according to the needs of the children, so that all children are given sufficient challenge at a level at which they can experience success.
- Give the children word work strategies that will enable them to become fluent readers and confident writers.

Guidelines

Beginner readers should be taught:

- Grapheme-phoneme correspondence in a clearly defined, incremental sequence.
- To apply the highly important skill of blending phonemes in the order in which they occur, all through a word to read it.
- To apply the skills of segmenting words into their constituent phonemes to support and improve spelling.
- That blending and segmenting are reversible processes.

High Quality Phonics

High quality phonics is most effective when:

- It is part of broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- It is multi-sensory, encompassing simultaneous visual, auditory and kinesthetic activities to engage core learning.
- It is systematic and follows a carefully planned programme which reinforces and builds on previous learning to secure children's progress.
- Is taught discretely and daily at a brisk pace.
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

Planning and Delivery

Phonics in the EYFS

Teaching

- Nursery begin phase one phonics immediately and in Spring 2 we begin the Speed Sound Blueprint lessons for children who are ready.
- Reception are taught daily.
- Follow Read Write Inc Phonics programme.
- Initially 20 minute pure Phonics session, developing into 45 minutes with Reading when they are ready to be streamed

Assessment

- Children assessed for Baselines and then streaming process begins in Autumn 1.
- Formally assessed to check progress on a half termly basis.
- Daily 1:1 Fast Track tutoring is given to children that are struggling to progress further through the programme.

Phonics in the EYFS Environment

- Phonics reinforced throughout the day using flash cards, writing prompts and displays.
- Staff wear aprons, with pockets to hold flash cards, which can be regularly shown to children throughout the school day.
- Support materials are displayed in all class rooms and the children are encouraged to refer to these when necessary.
- Book area supports Phonics development.
- Home reading books reflect and support the teaching of phonics.

Parents and supporting Phonics development at home

- Phonics workshops for Parents takes place several times a year.
- Flash cards sent home with children who need additional practise.
- Speed sounds practise sheets are sent home as new sounds are learnt.
- Phonic based home reading books sent home at least weekly.

Phonics in Key Stage 1

Teaching and Learning

Year 1

- At the end of EYFS the children are assessed and placed into in phonic groups according to their phonic abilities ready to start Year 1.
- Phonics is taught daily for 45 minutes by a trained Reading Teacher, which includes a focus on both phonics and reading skills.
- Children are regularly assessed and the groupings are updated to reflect the progress and attainment of the children.
- Staff are encouraged to keep groups 'fluid' so children can move between formal assessments if staff feel more rapid progress is being made.
- Daily 1:1 Fast Track tutoring is given to children that are struggling to progress further through the programme.
- Home reading books are provided at the correct reading level for each child so they are able to independently and successfully read and are able to practise the sounds that have been previously taught.
- Additional Read Write Inc home reading book bag books are taken home for children to practice independent reading.
- Support materials are displayed in all class rooms and the children are encouraged to refer to these when necessary.
 - Virtual phonic classroom links are set weekly to enable children to practice at home.

Year 2

- Children are assessed before entering Year 2 are grouped accordingly.
- Phonics is taught daily for 45 minutes by a trained Reading Teacher, which includes a focus on both phonics and reading skills.
- Children who failed their phonics screening test in Year 1 are targeted further and receive daily 1:1 phonics booster delivered by the Academic Mentor.
- Children who complete the programme before the end of the autumn term complete 'RWInc Comprehension' modules.
- Children remain on the RWInc programme as long as is necessary but the majority of Year 2 children move off the programme by the end of the Spring term and begin the RWINC Comprehension Modules for half a term then move onto whole class Literary Leaves guided read.
- Reference to the phonic sounds are made during reading and writing sessions throughout the school day.
- Support materials are displayed in all class rooms and the children are encouraged to refer to these when necessary.
 - Virtual phonic classroom links are set weekly to enable children to practice at home.

Year 3 & 4

- Assessments for children who are struggling to read are completed and support is put in place.

- Following the assessments children are grouped and daily Read Write Inc phonics (or an alternative programme if necessary) is delivered through a 45 minute session during their class Guided Reading time.
- Regular assessments are completed at the end of each half term and the children are re-grouped accordingly.
- 1:1 Fast Track intervention takes place to support these children further and help to close the gap.
- Support materials are used within the KS2 class rooms and the children are encouraged to refer to these when necessary.

Year 5 & 6

- Struggling readers in Year 5 and 6 are supported with Fast Track or were applicable Fresh Start.
- This takes place during the English lessons and is delivered by trained reading teacher.
- Regular assessments are completed at the end of each half term and the children are re-grouped accordingly.
- Support materials are displayed in all class rooms and the children are encouraged to refer to these when necessary.

Assessing, Reporting and Recording

- Formative assessments are ongoing through the taught sessions and a professional dialogue is maintained by all reading teachers.
- A standard assessment is used at the end of each half term to measure the children's progress.
- Results of assessments are uploaded on to the school's assessment system and Read Write Inc Portal.
- Following the assessment results new groupings are formed in class to accommodate the progress of the children.
- At the end of Year 1 the children will take the statutory National Phonic Screening Test. If children are still working towards the phonic test by the end of Year 1 then they will work in a small intervention group with the Academic Mentor to enable them to retake the test in Year 2 .

EQUALITY IMPACT STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis.

MONITORING:

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.

