



# **Speen Church of England School Phonics Policy**

At Speen School, we consider that it is vitally important that children have a secure understanding of the letter sounds and spelling system of English. Phonic skills need to be developed in a systematic, staged approach to help all children to 'achieve their potential'. Teachers at Speen School implement exciting and interactive phonic sessions which engage all children in this area of learning.

## **Intent**

- To provide a structured and systematic approach to the learning and teaching of phonics.
- To enable children to become fluent and confident readers with a strong phonological awareness.
- To develop a love of reading in all pupils.
- To differentiate phonics according to the needs of pupils so that all pupils are given sufficient challenge at a level at which they can express success.

## **Implementation**

### ***Little Wandle Letters and Sounds***

At Speen School we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme.

We 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. We teach phonics for 30 minutes a day.

- In preschool 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 o attention to high-quality language.

We ensure preschool children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

- 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.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- 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 Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

## Reading Practice Sessions:

We teach children to read through reading practice sessions that are held up to three times a week. These:

- are taught by a fully trained adult to small groups of four to six children.
  - use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
- decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 we continue to teach reading in this way for any children who still need to practise reading with decodable books.

## Additional Support:

Lowest 20% of children will receive small group support in the form of a recap and phonics games daily:

- Using flashcards recap all taught phonemes and graphemes
- Recap blending words on a whiteboard using sample words from the lesson
- Spelling using magnetic letters using sample words from the lesson
- Handwriting to reinforce graphemes.

## Home Reading:

The decodable Little Wandle reading practice book is taken home (additional books are accessible in e-book format) to ensure success is shared with the family.

(A sight unseen decodable Little Wandle book is also sent home weekly for further practice from the Spring Term)

We use the Little Wandle Letters and Sounds Revised parents' resources to engage Spenn parents 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.

To support fidelity -Big Cat Scheme Levelled books are given to children in Year 2 who have successfully completed the Phonic screening check.

## Reading for Pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. (Please see Speen School Reading Journeys for each Year group)

We aim to read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Speen Church of England School and our local Speen community as well as books that open windows into other worlds and cultures.

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

Children have access to the reading corner every day in their free flow time and the books are continually refreshed.

Children from 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.

The school library is available for classes to use weekly and borrow for home reading.

Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, national events (Book Week) etc).

## Impact

### Mastery

Mastery for each phase is defined as follows but, please note, the programme does not expect all children to have mastery of a phase before the class moves on.

#### **A child who has mastered Phase 2 can:**

- give the sound when shown any Phase 2 letter, securing first the starter letters s, a, t, p, i, n;
- find any Phase 2 letter, from a display, when given the sound;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'silly names' such as ip, ug and ock;
- read the seven tricky words: the, to, I, no, go, into, her

#### **A child who has mastered Phase 3 can:**

- give the sound when shown all or most Phase 2 and Phase 3 graphemes;
- find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound;
- blend and read CVC words (i.e., single-syllable words consisting of Phase 2 and Phase 3 graphemes);
- segment and make a phonemically plausible attempt at spelling CVC words (i.e. single syllable words consisting of Phase 2 and Phase 3 graphemes);
- read the tricky words: he, she, we, me, be, was, my, you, they, all, are, by, give, live;
- spell the tricky words: the, to, I, no, go, into, her;
- write each letter correctly when following a model.

#### **A child who has mastered Phase 4 can:**

- give the sound when shown any Phase 2 and Phase 3 grapheme;
- find any Phase 2 and Phase 3 grapheme, from a display, when given the sound;
- blend and read words containing adjacent consonants; • segment and spell words containing adjacent consonants;
- read the tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little;
- spell the tricky words: he, she, we, me, be, was, my, you, they, all, are, by, give, live;
- write each letter, usually correctly.

**A child who has mastered Phase 5 can:**

- give the sound when shown any grapheme that has been taught;
- for any given sound, write the common graphemes;
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high frequency words;
- accurately spell most of the words in the list of 100 high frequency words;
- form each letter correctly.

**Assessment**

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 Keep-up support - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Little Wandle Summative assessment is used: every six weeks to assess progress, to 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.

Staff carefully look at Little Wandle Letters and Sounds Revised assessment tracker, in order to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

**Statutory Assessment**

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

## Appendix 1: Glossary of Terms

Word	Meaning
Blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
Consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u)
CVC words	Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound). Other similar abbreviations include: <ul style="list-style-type: none"> <li>• VC words e.g. on, is, it.</li> <li>• CCVC words e.g. trap and black.</li> <li>• CVCC words e.g. milk and fast.</li> </ul>
Digraph	Two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph: <ul style="list-style-type: none"> <li>• Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day.</li> <li>• Consonant digraph: two consonants which can go together, for example shop or thin.</li> <li>• Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example, cake or pine.</li> </ul>
Grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.
Morpheme	A morpheme is the smallest linguistic part of a word that can have a meaning. Examples of morphemes would be the parts "un-", "break", and "-able" in the word "unbreakable".
Phoneme	A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.
Phonics	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
Segment	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.
Syllable	A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. So, for example, 'book' has one syllable, and 'reading' has two syllables.
Trigraph	Three letters which go together make one sound e.g. ear, air, igh, dge, tch
Vowel	The letters a, e, i, o, u.