

Federation of Chislet Church of England and Hoath Primary Schools



*A journey of learning for all,
within God's guiding hands*

Phonics Policy



*Small school, Big community,
Unlimited Potential*

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1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills wherever possible.

Within the federation of Chislet Church of England and Hoath Primary Schools we strive for children to have a love of English and become lifelong readers and writers.

By the age of eleven we aim for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in a variety of genres and read for enjoyment.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical and grammatical vocabulary to articulate their responses.
- To be able to confidently express their opinions using Standard English.
- To be able to use digital literacy to demonstrate their English ability.

We're teaching
every child to
read with



Little Wandle
**LETTERS AND
SOUNDS**

REVISED

TM

A complete SSP validated by
the Department for Education

2. STATUTORY REQUIREMENTS

At present the statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Early Years Foundation Stage Statutory Framework (Reviewed 2024).

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and English in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

3. THE GOVERNING BODY

The Governing Body are responsible for monitoring English across both schools therefore regular reports are made to the governors on the progress of English provision and the head teacher, senior leadership team and English Leaders are available as a point of contact to our English Governor. Governors support the regular monitoring of phonics teaching through learning walks and data discussions.

This policy will be reviewed every two years or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

Pupil provision is related to age expectations set out in the English Curriculum 2014 and is used to form the basis of teaching in school. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

A variety of teaching and learning styles are used in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through sequences of work that build children's skills through whole-class reading or writing activities, whole-class focused word or sentence activities, guided group or independent activities, and whole-class sessions to review progress and learning. Whilst there is a high proportion of whole-class and group teaching, independent activities give an opportunity to talk and collaborate, and so embed and enhance learning.

English planning is organised to meet the requirements of each year group. Each sequence of work is adapted by staff to suit the needs of the group. Weekly plans are used for the teaching of English. These outline the date; title of unit being taught; groupings; learning objectives; success criteria; assessment for learning opportunities; differentiation; guided group work and details of how each lesson is to be delivered.

Phonics is taught at the same time as guided reading and is a stand-alone session that is planned for, resourced and timetabled to ensure that it takes place daily and for all concerned.

5. READING CURRICULUM

Our reading curriculum is the beating heart of every school day. It details our rationale for reading, our intentions and the basis of the reading expectation for every year group. Alongside the curriculum are end point documents which detail the teaching objectives and texts covered by every class in every term. Please see website for these documents.

6. APPROACHES TO TEACHING OF PHONICS

Vision

Our vision for the teaching of phonics is to deliver a fast-paced, systematic and rigorous programme where children have the opportunity to build on prior knowledge and use all learning strategies to develop a greater understanding of phonemes and graphemes. It teaches them how they can be manipulated, blended and segmented to enable children to read and write quickly with confidence.

Main approach

At Chislet Church of England School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in 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 Chislet 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.

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.

Resources used are adapted from Little Wandle materials.

Foundation Stage

In the foundation stage children are encouraged to learn the different graphemes and phonemes throughout the year as per the programme. They begin with singular phonemes/graphemes moving on to digraphs such as 'll' 'ss' 'ff' before moving onto phonemes which include 'ch' 'th' 'ng' and 'sh'. Expectations are that children at the end of the Foundation Stage will have completed phase 3 of the programme.

Children are grouped by ability after term 1 to ensure they move quickly through the programme. The majority of the children complete the programme as expected for example at the end of the fourth term, they will have completed Spring 2. . They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

Children's reading books match the teaching of new phonemes and graphemes as well as reinforcing previously taught phonemes and graphemes. Children are encouraged to develop their blending, segmenting skills alongside their reading skills when reading 1:1 with adults and at home. Specific examples of development/targets are written down for parents to see where children are struggling or where they need to practice.

Key Stage 1

Children will develop their phonic skills by building on their phoneme/grapheme knowledge and use their prior learning when reading and writing. When children start Phase Four of Little Wandle phonics programme, they will build upon the knowledge of the phonic code and begin to extend into the complex code.

In Phase Five, children will identify alternative graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. Alternative pronunciations for graphemes will also be introduced, e.g. 'ea' in tea, head and break. In Phase 6 children should be able to spell words phonemically although not always correctly. Beyond that, the main aim is for children to become more accurate spellers (Bridge to spelling, spelling units) and more fluent readers (Fluency programme). By the end of year 2, it is expected that all children will have completed up to unit 9 of the Spelling programme and two terms worth of fluency in preparation for guided reading in year 3

Reading books are used to reinforce phonic knowledge (in-line with the sounds being taught) and allow children to develop their blending/segmenting skills in conjunction to reading techniques and comprehension skills.

Beyond Key Stage 1

Little Wandle is still used in Key Stage 2 to teach phonics to children who did not complete the phonics programme by the end of year 2 and are not deemed fluent enough readers to access whole-class guided reading. Rapid catch-up and daily keep-up programmes are used throughout the school to support these learners. If needed, the Intervention programme is used for Upper Key Stage 2 learners only as part of an appropriately designed curriculum and texts chosen for those specific learners are used.

Tricky words

As part of the letters and Sounds approach there are words that do not follow the general rules and therefore are harder to learn. These are referred to as tricky words. The teaching of these words follow the same principles as phonemes and grapheme learning. Children have the opportunity to look, say, repeat and reinforce these words and then begin to apply them within their reading and writing. These words are taught discretely and systematically according to the programme.

7. THE USE OF ICT

We recognise that the use of ICT promotes, enhances and supports the teaching of reading at word, sentence and text levels. Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. Interactive whiteboards in each classroom enable texts, music, video clips and pictures to be shared, annotated and adapted by pupils. Packages available in school and through the internet enable pupils to access information that is current and interactive which ensures accessibility of English to all types of learners. Laptops enable children to access the internet and present text in a variety of ways. ICT is used at whole-class, group and independent levels.

PowerPoints have been created to support the teaching of each group, with the appropriate words, sentences and phonemes/graphemes as per the programme. There are games and matching activities for children to complete to show their understanding. Within groups, children record their phonic work in a book that is theirs to allow for feedback and progress. This is taken to all sessions.

8. ASSESSMENT

Work is assessed in line with the Assessment policy. Teachers assess children's learning in English throughout the year using a range of assessment strategies (see assessment timetable). Phonic assessment is continuous throughout the year. Short-term assessments are made as part of every lesson which helps to adjust daily plans. Teachers use assessments to measure progress against the key objectives, to help plan for the next unit of work and to inform target setting for individual or groups of children. End of unit assessments take place at the end of every unit. These are recorded on the Little Wandle Assessment

tracker, which highlights strengths and weaknesses and supports the identification of children in need of further support.

At the end of year 1, all children are assessed for their phonic knowledge as part of national screening. Those children who do not reach the expected level at the end of year 1 will then repeat the assessment at the end of year 2.

9. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Learners identified as working at 'Greater Depth' will have suitable learning challenges and targets provided – in writing, we have a set of key points that children need to demonstrate in order to be assessed as greater depth for that year.

When progress falls significantly outside the expected range, the child may have special educational needs. Pupils highlighted through regular progress meetings with senior management as working towards the expected will receive additional support in class to enable them to make accelerated progress. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards. This ensures that our teaching is matched to the child's needs.

Assisting pupils with specific needs may involve:

- Precision teaching
- One-to-one intervention programme
- adapted work;
- adult support;
- Intervention will be planned and delivered according to the Little Wandle Programmes

10. EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

11. ROLE OF THE SUBJECT LEADER

The Subject Leader should be responsible for aiding the improvement of the standards of teaching and learning in English through:

Monitoring and evaluating Phonics:-

- pupil progress
- Phonics data
- provision of Phonics (including Intervention and Support programmes)
- the quality of the Learning Environment;
- Continuous involvement in policy development
- Supporting colleagues in their CPD
- Purchasing and organising shared resources
- Keeping up to date with recent English developments, especially phonics as per National guidance.