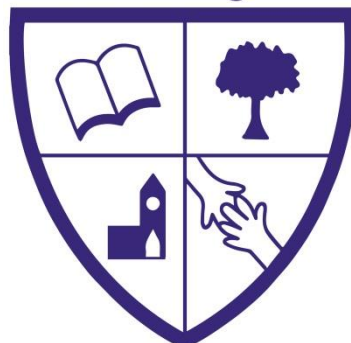


Turton & Edgworth



C.E.M.P.S.

Phonics Policy

Compiled by:	Charlotte Partington
Presented to staff:	June 2021
Presented to Governors:	March 2022
Presented to Parents/Carers:	June 2021
To be reviewed:	June 2023
Review dates:	September 2022
Amendments:	Little Wandle Letters and Sounds Revised added

"The more you read, the more things you will know. The more that you learn, the more places you'll go."

Theodor Seuss Geisel (March 2, 1904 - September 24, 1991)

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Intent

At Turton and Edgworth Primary School we strive to ensure all children become fluent readers by the end of Key Stage One. We do this through systematic teaching of phonetic decoding and learning of sight words; but also, by modelling reading through story sessions, teaching children how to use contextual and graphical clues, looking at the pictures and having a good guess to make the sentence make sense. We do this because we know how much confidence a child can gain from reading and the impact reading ability has on a child's ability to learn new things. A child who can read is a child who can access so much more of the world. Reading promotes empathy, imagination, enjoyment and pleasure, and this is what we want for our children.

Aims

- To teach children oral discrimination, phonemic awareness and rhyme awareness in order
- To encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.

Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

Implementation

At Turton and Edgworth Primary School we use **Little Wandle Letters and Sounds revised** phonics programme which aims to build upon children's speaking and listening skills as well as preparing them for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills with the aim of them becoming fluent readers by the age of seven. **Little Wandle Letters and Sounds revised** programme is split into 5 phases. Phonics is taught for at least 20 minutes per day in Reception and Year 1. Rapid catch up sessions are available if needed in Year 2.

Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become

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a fluent reader. Careful thought will be given to the provision of appropriately structured work for children with special educational needs, often through intervention groups. The school have a variety of strategies to enable all children to have increased access to the curriculum through a broad-based, multi-sensory, visual, auditory and kinesthetically planned phonics sessions. The most able children within our school, including those children who are Gifted and Talented, are identified so that their individual needs are acknowledged. Planning attempts to ensure that the level of challenge is appropriate to their specific needs.

The Early Years Foundation Stage

We encourage the development of reading skills in the Early Years as this is part of the current Early Years Foundation Stage guidance. We relate the reading development of the children to the objectives set out in the Development Matters and Early Learning Goals.

The children's learning includes developing letter and sound recognition, wordbuilding and word recognition as part of their phonics learning. Spelling development is also part of the Little Wandle Letters and Sounds revised programme supported with a range of visual resources.

Phonics Planning

Whole class teaching of phonics is planned in accordance with the Little Wandle planning format. This format includes the revisit/review- teach- apply- assessment sections recommended by Little Wandle Letters and Sounds programme.

Partnership with Parents/Carers

Co-operation and support from parents/carers is paramount if a child is to become a successful and competent reader. At Turton and Edgworth Primary we are fully committed to strong partnership working between home and school. It is our policy to send phonetically decodable reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading diaries. We are also committed to offering parents/carers and family members' regular opportunities to engage in workshops to enable them to gain a better understanding of what and how we teach at Turton and Edgworth Primary. These workshops are offered when their child is in Reception class. We strongly believe that this effectively supports parents/carers and family members to build upon work done in school, thus further enhancing opportunities for our children to progress, achieve and attain.

Impact

Effective delivery of the phonics curriculum means all children who leave KS1 will be able to access reading books and develop a love for reading. They will be able to access a range of texts, both fiction and non-fiction and be able to engage and read with different texts types throughout their other lessons and topics.

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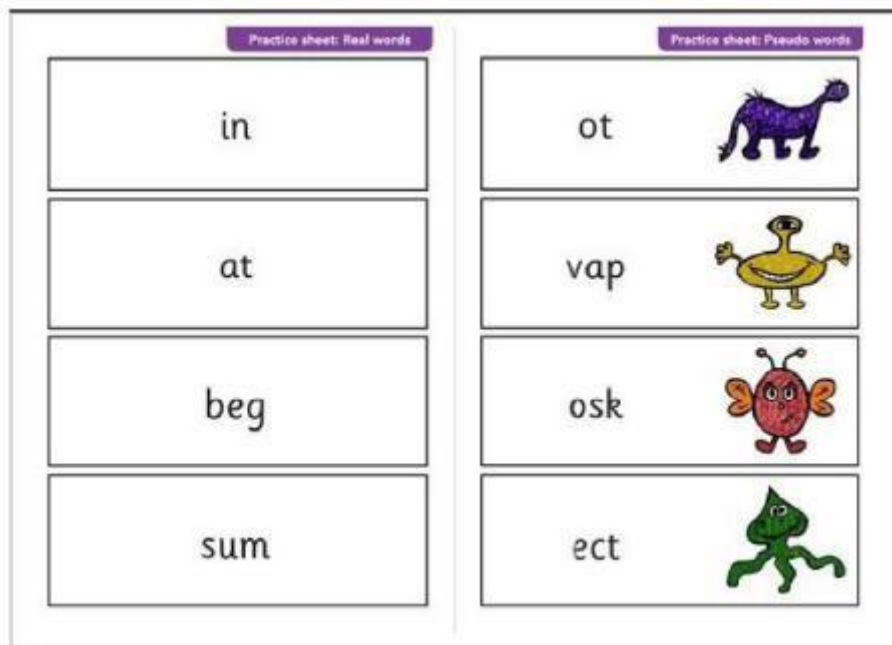
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The Year 1 National Phonics Screening Check

The Year 1 phonics screening check is a compulsory short assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

It is administered during the summer term by your child's class teacher. The check involves pupils reading 40 words- 20 real words and 20 pseudo words. Your child's class teacher will send further details about the phonics screening check during the Summer Term.



Monitoring and Review

The monitoring of this policy will be the responsibility of the Phonics Leader in conjunction with the English Leader and Leadership Team. This policy will be subject to a review every year or sooner if significant changes occur.

Appendix

<https://www.gov.uk/government/publications/letters-and-sounds>

Date: September 2022

To be reviewed: July 2023

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