



# WARREN WOOD

PRIMARY SCHOOL

## Phonics subject policy

Key Document Details:			
<b>Author:</b>	Science Subject Lead (CC)	<b>Department:</b>	Education
<b>Reviewer:</b>	SLT	<b>Version No:</b>	1.0
<b>Last Review:</b>	September 2024	<b>Next Review:</b>	September 2025
<b>Approver:</b>	Executive Team	<b>Date Ratified:</b>	

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## Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

### Our Vision

**To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.**

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience



- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

### *Our Mission*

We want every one of our students, teachers, or Governors to be the best that can be. We will work tirelessly to support them to reach their potential.

## **Intent:**

### Why Do You Teach Phonics?

Teaching children to read is an essential part of their learning. Reading is a skill that helps to develop vocabulary and improve understanding of words. In synthetic phonics lessons, children learn the relationship between letters and sounds. Teaching them to recognise the sounds each letter makes and how to put them together, enables them to read. It also helps with spelling as they learn how to break up words into sounds, in order to spell them. The idea that surrounds synthetic phonics is that once they are comfortable with the letters and sounds that make up words, children should even be able to read 'nonsense' words that don't actually exist in the English language.

## **Aims:**

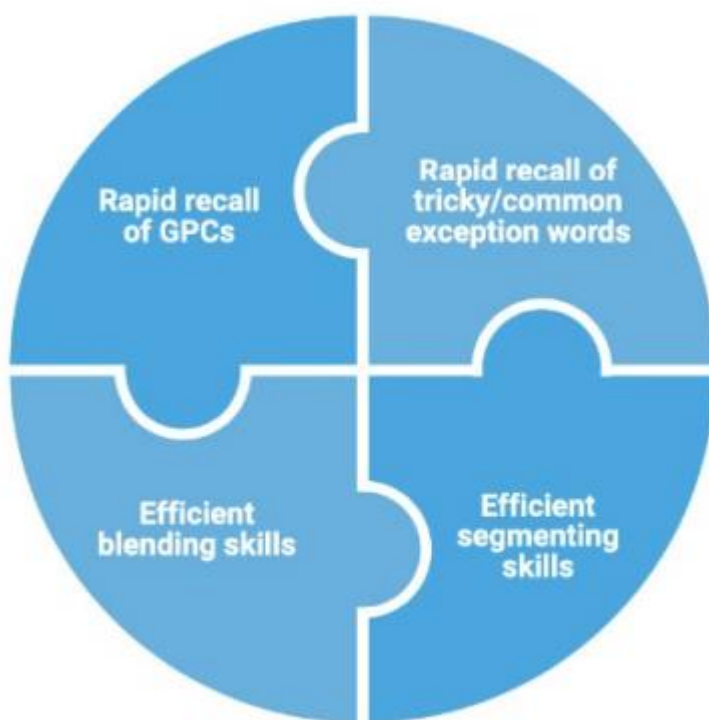
- To establish a cohesive whole-school approach with progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics (following the Twinkl Phonics programme) is the first approach pupils use to help with their reading and spelling.
- To ensure children learn to read and write all 44 graphemes in the English language.
- To ensure children have specific strategies to identify and decode common exception words (tricky words).
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- For pupils to develop a love of reading and enjoy reading for pleasure confidently across a range of genres.



## Objectives:

- To provide consistent, high-quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have strong phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher-order reading and writing skills that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily.

## Timetabling/Structure



### Four Cornerstones of Phonics

The structure of every Twinkl Phonics lesson follows this familiar five-part structure to ensure that the four cornerstones of phonics are covered. During our phonics lessons, children will repeat the



elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.

Phonics is taught daily to all children in EYFS and key stage 1. Within reception, phonics sessions will increase in length over the year. By the end of reception, children spend about an hour a day consolidating previous learning, learning new content and practising and applying what they have learnt. This will consist of a mixture of carpet time and follow-up activities. Phonics will also form part of their continuous provision for children to access following their discrete phonics lesson. In year 1 and 2, phonics lessons will last about 30 minutes each day. Some children may continue to need discrete phonics sessions in key stage 2. If this is the case, they will receive a daily 10 minute intervention session, delivered using the Twinkl Phonics Codebreakers interventions. Children will be regularly assessed to ensure they are receiving phonics teaching at the correct level.

For those children who are working below age-related expectations, phonics learning should not end in KS1. If, through assessment and observation, teachers have decided that a child needs further phonics intervention, Twinkl Codebreakers will be used. It is a comprehensive and scripted intervention programme, specifically designed for KS2 pupils to close the gap and develop essential reading and writing skills.

## Impact

Assessment Assessing in Nursery In nursery, children will be assessed in line with the learning objectives/outcomes of each aspect. This is very much a personalised individual approach and should consider observations and assessments from children's independent play, involvement in group work and phonic lessons.

It is important that all staff involved within a child's learning contribute to the child's learning journey/assessment to give a holistic and true reflection of the child's phonic ability.

## Assessing in Reception & KS1 in reception

Year 1 and year 2, children should be assessed on their knowledge of GPCs and tricky/common exception words each half-term, to establish their phonic level. Blending and segmenting assessments should also be carried out to ensure that children have the skills securely in place for reading and spelling.

## Assessing in KS2 pupils

KS2 pupils will be assessed on their knowledge of GPCs and tricky/common exception words each long term, to establish their phonic level. The Phonics Subject Lead will liaise with the Class Teachers to develop additional interventions suitable for the pupils' individual needs.



## **Inclusion/ Intervention:**

### **Supporting the Lowest 20% Achievers**

Regular assessment is vital to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during daily classroom teaching. Ideally, these children will take part in daily, highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/common exception words and practising blending and segmenting skills. As soon as we identify any child who is struggling to succeed in phonics, the provision will be put into place to close the gap.

### **Extending and Challenging Fast Learners**

Regular assessment is also vital to ensuring the early identification of children who may need us to challenge them further, either through extension activities or during daily classroom teaching.

## **Year 1 Phonics Screening Check**

In the summer term, all children in year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment gauge the children's understanding of the phonemes learnt and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter year 2 and will be able to repeat the assessment in the summer term of year 2. This assessment also allows us to put in specific and personal support for those children who require additional assistance. If a child does not meet the expected standard in year 2, then phonics teaching and learning will be continued into key stage 2. At this point, the child will also be monitored by the SENCo and Subject Lead to assess for additional needs.

