

**All things are possible with God.**

**Matthew 19-26**

At Little Bloxwich Church of England Primary School we see that everyone is unique and they are valued for this. Together we flourish socially, emotionally and academically. We are part of God's family and everyone is expected to treat each other with kindness and respect as Jesus taught us to.



### Phonics Policy 2021-22

At Little Bloxwich we strive to ensure that all children become successful, fluent readers, developing language and comprehension skills. This is achieved through the consistent daily high quality approach to the teaching of phonics across the Early Years Foundation Stage, Key Stage One and into Key Stage Two for those children who may require further support.

#### Aims

To teach children to:

- Blend phonemes in order to read words.
- Ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To teach children and also provide them with strategies to identify and decode 'red words'
- Read texts and words that are within their phonic capability as early as possible.
- Decode texts and have the skills to comprehend what they read, asking and answering questions.

#### Objectives

- To ensure that the teaching of synthetic phonics is systematic and progressive.
- To ensure children can use their phonetic knowledge, understanding and skills to not only decode words but use their knowledge in reading and writing skills.

## Curriculum

At Little Bloxwich we follow the Read Write Inc. phonics scheme. The sessions occur each day for 30 minutes. The continuity, structure, pace and format of these sessions ensure the progress of children's reading development.

Each Phonics lesson should include the following sections:

- Revise - Overlearn the previous graphemes and words
- Teach - Introduce a new grapheme / words
- Practise - Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- Apply - Use the new graphemes / words in games and activities to secure knowledge
- Assess - Monitor progress within each phase to inform planning.

It is delivered by:

- Initial sounds taught in a specific order.
- Children taught that the number of graphemes in a word always corresponds to the number of phonemes, as this aids their spelling skills.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

In Reception they are taught set 1 sounds as a class, before being grouped by ability. Our Reception children have daily phonic teaching from their very first day at school. Therefore, by learning a new sound each day our Reception are learning up to 5 sounds a week. Reception children are sent home with a weekly sheet of what sounds they have learnt and the rhyme used to write them. Each child is also initially sent home with three red words to learn to recognise and read. These are kept in their word tin, and new ones are added as they are confident reading them.

Below is a table stating the level of attainment that Reception and Year 1 children should be achieving by the end of each term.

Reception Term 1	Set 1
Reception Term 2	Set 2
Reception Term 3	Set 2
Year 1 Term 1	Set 3
Year 1 Term 2	Consolidating and preparing for Phonics Screening
Year 1 Term 3	Phonics Screening Finish programme.

There are a small number of children who will not be 100% confident with all the sounds by Year 1 Term 2 so they will continue recapping for an extra half term to ensure they are fully confident, giving them the chance to commit the knowledge to their long term memory.

All Year One children take the Phonics Screening Check - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two, eg. Wobbly Wallets, to provide them with sufficient knowledge and understanding to re-take the Phonics Screening Check and obtain a pass mark. Those children who do not obtain the required level set by the Phonics Screening Check will receive phonics teaching in the first term of year three - which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme.

### Parental Involvement

An introductory letter, booklet and materials are provided to parents with information about our Phonics Programme. Information is also available on the school website and parents will also have access to the policy. A phonics and reading information meeting is available for parents at the beginning of the academic year and delivered by the Phonics Co-ordinator.

## Planning

Pupils work within small ability groups which are defined by their performance on phonic checks using the RWI assessment sheets. Pupils are re-tested during the year and the groups are reorganised accordingly by the Phonics Co-ordinator. Children identified that need further support are taught in smaller groups and are also overseen by the Phonics Co-ordinator.

The member of staff delivering each Reading group has a printed planning format for planning ditties or story book lessons. There is also a separate list provided for staff referencing which books contain what sounds as a focus, consistently reinforcing what is taught in the sessions.

Teaching Assistants are responsible for planning their Reading groups, with the support of the Phonics Co-ordinator. Teaching Assistants are given preparation time prior to the sessions on a weekly basis.

## Classroom Environment

In each classroom there is a sound chart displayed. Sounds taught that day/week are also displayed with corresponding green words and red words that have been taught which are used the next day when revisiting.

## Assessment

Children are assessed throughout every lesson by the practitioner delivering the session. They will assess how the child:

- reads the grapheme chart
- reads the green and red word lists
- decodes the ditty/story
- comprehend the story

Any concerns with a child learning a particular sound, or struggling with an area are added to our Wobbly Wallets list. These children then receive 1:1 intervention. This also applies for if a child has been absent and therefore missed the teaching of a sound, they will also receive intervention to prevent gaps in their knowledge appearing.

The Phonics Co-ordinator is responsible for grouping the children and half termly assessing each individual child to ensure they are in the appropriate groups and also receiving the teaching input appropriate to their ability.