

# Kings Road Primary School



*‘Learners for Life’*

## Phonics Policy

***Certified as reviewed and approved by the Local Governing Committee:  
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## **Aims**

At Kings Road Primary School, we value reading as a crucial life skill. By the time children leave us, we aim for them to read confidently for meaning and regularly enjoy reading for pleasure. We want our readers to be equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

## **Teaching**

At Kings Road Primary School, Phonics and Early Reading is a central part of our Early Years Foundation Stage and Key Stage One curriculum, it takes the highest priority within our classrooms as part of our daily teaching.

We follow the Little Wandle synthetic phonics programme. Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. The scheme provides a complete teaching programme to meet all of the expectations of the National Curriculum; preparing the children to go beyond the expectations of the Phonics Screening Check which happens at the end of Year One.

At Kings Road Primary School, 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.

Because we believe teaching every child to read is so important, we have an Early Reading Leader, in addition to an English subject lead, who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

## **Implementation**

### \* Daily phonics lessons in EYFS and Year 1

We teach phonics for 30 minutes a day. In EYFS, 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 EYFS; teaching begins in Week 2 of the autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in EYFS, 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

\* Year 2 bridge from phonics to spelling

The Little Wandle Spelling programme is designed as a seamless link from the core Little Wandle Letters and Sounds Phonics programme to teaching spelling in Year 2. It includes:

- Phase 5 secure & review for 5 weeks
- Bridge to spelling; beginning to teach foundational skills for spelling over 5 weeks
- Spelling; 20 weeks of spelling teaching to create confident spellers which cover the Year 2 National Curriculum spelling requirements.

\* Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. We timetable daily phonics lessons for any child in Year 2 and Key Stage 2 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace. These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

In Year 2, children revise Phase 5 phonics every day in oral/mental revision starters. The new teaching in Year 2 covers the statutory requirements from the Year 2 Spelling Programme of Study from the National Curriculum 2014. Teachers are to follow the teaching system of, 'review, teach, practise, apply,' when teaching spelling and include work on the meaning of new words. Children who do not pass the Phonics Screening in Year 1, retake the test in June in Year 2. These children will receive further phonics teaching, through keep up and catch up sessions.

### \* Key Stage 2

Phonics will not be taught in KS2 unless as a targeted intervention for a child with a specific literacy difficulty and Little Wandle 'Rapid Catch Up' is used for this. Assessments are carried out throughout the year to identify whether these sessions would be appropriate for those children who are not age-appropriate fluent readers or spellers.

In Key Stage two, spelling is taught using our own, personalised, spelling scheme which follows the National Curriculum. Throughout this programme, children are taught a range of strategies to help them spell, including letter strings and patterns, rules, mnemonics, key sight words, word families, and derivations. The scheme also includes all the common exception words and statutory spellings as set out in the National Curriculum.

Whilst writing, children will be encouraged to "have a go" at spelling unknown words, however, they should also be given access to key word lists, topic and technical words and dictionaries. Children will be taught to underline an adventurous spelling with a dotted line. This will then be revisited during dictionary work where the correct spelling will be written.

We provide each year group with a list of non-negotiable words that are to be learned as ongoing homework. Teachers may also use these words as part of early morning work activities or lesson starters.

#### **Links with other policies:**

- Teaching and Learning policy
- English policy
- SEND policy
- EYFS policy