



## Childwall Church of England Primary School – Phonics Policy 2023/2024



### Purpose and Aims

**Purpose:** The purpose of phonics teaching at Childwall CE Primary School is to ensure that all children become successful, fluent readers and writers by the end of Key Stage One. This is achieved through providing discrete, high quality, systematic, synthetic phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.

**Aims:** To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling. To ensure the teaching of phonics is regular, consistent and taught with fidelity. To enable children to use their phonic awareness across the curriculum. To ensure that children know the 44 phonemes within the English language and are able to identify the different graphemes linked to each of these phonemes (GPC). To provide children with strategies to identify and decode 'tricky words' and 'high frequency words' on sight. To nurture a love of reading for pleasure.

### Provision

At Childwall CE Primary 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 validated systematic and synthetic phonics programme. We start teaching phonics as children start 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 taught to tackle any unfamiliar words as they read. 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. At Childwall CE Primary School 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. Because we believe teaching every child to read is so important, we have a reading leader and a phonics leader who together drive the early reading programme in our school. These people are highly skilled at teaching phonics and reading, and they monitor and support our school team, so everyone that teaches phonics and early reading teaches with fidelity.

### Progression and Assessment

**Progression** We teach phonics for 20 minutes a day, with additional daily oral blending games in Reception. Children make a strong start in Reception as teaching begins in Week 2 of the Autumn term. Children in Reception 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 Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

**Assessment:** Any child identified as needing 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 or 3 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 *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace. If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

### Monitoring, Evaluation and Improvement

The role of the subject leader is to monitor pupil outcomes throughout the year to ensure teaching and intervention has clear impact and that phonics learning is embedded throughout other areas of the curriculum. All school staff are provided with ongoing, online CPD throughout the year as part of our *Little Wandle Letters and Sounds* programme. Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load. The subject leader also provides pertinent training where needed to ensure that the delivery of phonics is of high quality throughout the Key Stages.