



Learning Together, Success Forever

Whole School Policy for Phonics

Reviewed: November 2024

Next review: July 2025

1. Our rationale for teaching Phonics

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. There is considerable research to show that children who enjoy reading and choose to read benefit not only

academically, but also socially and emotionally. To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics.

At Manor Park, 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 systematic and synthetic phonics programme. We start teaching phonics in Nursery 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 able 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.

Reading increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Furthermore, children who read widely and frequently also have more secure general knowledge.

2. Our teaching aims

Aims:

We aim to give children the best possible start on their reading/writing journey by teaching them the essential phonemic skills and knowledge to decode and encode (spell) words independently from the outset through the systematic use of the accredited Little Wandle revised letters and sounds scheme. Every member of staff in school has completed the full training programme to ensure consistency and fluidity of teaching and approach for all children throughout their time at Manor Park. This is the prime method by which children learn to read and spell independently, automatically and confidently in the first years of their schooling.

Attitudes:

By the time the children leave Manor Park, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary and encourage our children to see themselves as readers for both pleasure and purpose.

Skills:

3. How reading is structured through the school

Predominantly, reading skills are taught specifically through smaller reading practice/guided reading groups, following the DFE accredited Little Wandle Phonics program using carefully matched books appropriate to a child's individual stage of phonetic development. Pupils are taught to read by decoding, developing prosody and thereby strengthening their comprehension skills.

Much of the reading Programme of Study is further taught through Literacy and guided reading lessons but it is expected that the children will read widely across the curriculum.

As a school we invest heavily in high quality texts that will be valued by children and parents alike and nurture a love of books and what lies within. These take the form of phonetically matched Little Wandle books, colour banded books closely matched to a child's phonemic development and for those children who no longer rely on phonetically decodable books and a range of beautiful, high quality texts that parents can share with their children.

4. How do we show progression in phonics at our school?

At Manor Park we follow the Little Wandle Revised Letters and Sounds Phonic Scheme. This is a systematic synthetic government accredited scheme. Progression follows the pathway below:

Nursery/F1:

Our priority in Nursery is to get children 'tuned in' to the sounds around them and develop their oral blending and segmenting skills. We embed our phonics learning throughout our provision and adults playfully lead small group sessions for the children to join. We further support children with the foundations for phonics through our skilful interactions.

In 'foundations for phonics' we concentrate on the following aspects:

General sound discrimination – environmental, instrumental and body percussion. Rhythm and rhyme.

Alliteration. Voice sounds

Oral blending and segmenting.

F2

Autumn 1

| | Phase 2 graphemes | New tricky words |
|--------|-------------------|------------------|
| Week 1 | s a t p | |
| Week 2 | i n m d | |
| Week 3 | g o c k | is |
| Week 4 | ck e u r | I |
| Week 5 | h b f l | the |

Autumn 2

| | Phase 2 graphemes | New tricky words |
|--------|--|---------------------|
| Week 1 | ff ll ss j | put* pull* full* as |
| Week 2 | v w x y | and has his her |
| Week 3 | z zz qu words with s /s/ added at the end (hats sits) ch | go no to into |
| Week 4 | sh th ng nk | she push* he of |
| Week 5 | • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) | we me be |

Spring 1

| | Phase 3 graphemes | New tricky words |
|--------|--|------------------|
| Week 1 | ai ee igh oa | |
| Week 2 | oo oo ar or | was you they |
| Week 3 | ur ow oi ear | my by all |
| Week 4 | air er words with double letters: dd mm tt bb rr gg pp ff | are sure pure |
| Week 5 | longer words | |

Spring 2

| | Phase 3 graphemes | No new tricky words |
|--------|--|---|
| Week 1 | review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear | Review all taught so far Secure spelling |
| Week 2 | review Phase 3: er air words with double letters longer words | |
| Week 3 | words with two or more digraphs | |
| Week 4 | longer words words ending in -ing compound words | |
| Week 5 | longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ | |

Summer 1

| | Phase 4 | New tricky words |
|--------|--|-----------------------|
| Week 1 | short vowels CVCC | said so have like |
| Week 2 | short vowels CVCC CCVC | some come love do |
| Week 3 | short vowels CCVCC CCCVC CCCVCC longer words | were here little says |
| Week 4 | longer words compound words | there when what one |
| Week 5 | root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est | out today |

Summer 2

| | Phase 4 graphemes | No new tricky words |
|--------|--|---|
| Week 1 | long vowel sounds CVCC CCVC | Review all taught so far Secure spelling |
| Week 2 | long vowel sounds CCVC CCCVC CCV CCVCC | |
| Week 3 | Phase 4 words ending -s /s/ Phase 4 words ending -z /z/ Phase 4 words ending -es longer words | |
| Week 4 | root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ | |
| Week 5 | Phase 4 words ending in: -s /s/, -z /z/, -es longer words | |

| Autumn 1 | Review tricky words Phases 2–4 |
|--|---|
| Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each | Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today |

| Autumn 2 Phase 5 graphemes | New tricky words |
|---|--|
| /ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /or/ aw claw | their people oh your Mr Mrs Ms ask* could would should our house mouse water want |

| Spring 1 Phase 5 graphemes | New tricky words |
|---|---|
| /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /ool/ ui ou fruit soup | any many again who whole where two school call different thought through friend work |

| Spring 2 Phase 5 graphemes | New tricky words |
|--|------------------------|
| /ur/ or word /ool/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor | once laugh because eye |

| Summer 2 Phase 5 graphemes | New tricky words |
|---|---|
| /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more | busy beautiful pretty hour move improve parents shoe |

| <u>Sounds</u> | <u>Decodable spellings</u> | <u>Common exception words</u> | <u>Grammar focus</u> |
|---|---|-------------------------------|--------------------------------|
| y' saying /igh/ | by, try, dry, sky, fly, sly, spy, reply, pylon, python | door floor poor | Capital Letters and Full Stops |
| dge' and 'ge' saying /j/ | edge, hedge, badge, bridge, change, large, orange, challenge | hind mind kind | Proper nouns (names) |
| Adding -es to words ending in 'y' | flies, cries, spies, replies, babies, teddies, carries, hurries | even every everybody | Plural Nouns |
| 'gn' saying /n/ | gnome, sign, gnaw, gnat, design, gnarl, gnash, campaign | child children wild | Alphabetical Order (1) |
| kn' saying /n/ | knight, knee, knot, knife, knock, know, knapsack, knowledge | any many | Alphabetical order (2) |
| Adding -ed or -ing to words ending in 'y' | copied, copying, worried worrying, annoying, annoyed, studying, studied | only parents people | Verbs |

| | | | |
|---|---|---------------------|-----------------------------|
| ture saying /cher/ | future, picture, sculpture, nature, vulture, adventure, creature, capture | half beautiful | Question Marks and Commands |
| Adding -est and -y to words ending in 'e' | nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy | after again | Exclamations and Statements |
| mb' saying /m/ | lamb, limb, comb, numb, climb, thumb, crumb, bomb | gold hold told cold | Using a Dictionary (1) |
| a' and 'al' saying /or/ | all, call, hall, small, walk, talk, chalk, almost | pretty money | Coordinating Conjunctions |
| Adding -ing and -ed to CVC, CCVC words | patting, humming, dropping, shopping, jogged, fitted, clapped, stopped | England tongue | Irregular Past Tense |
| o' saying /u/ | rother, son, above, wonder, worry, glove, cover, month | group country | Exciting Words (1) |
| 'ey' saying /ee/ | key, monkey, donkey, honey, money, chimney, valley, turkey | heart dangerous | Exclamation Marks |

| | | | |
|--|---|----------------------|---|
| Adding -er, -est or -y to CVC and CVCC words | longer, wetter, warmer, hottest, coldest, funny, windy, sunny | special enough | Improving Sentences (1) Nouns and Adjectives |
| Contractions | can't, you'll, I've, didn't, we'd, couldn't, should've, could've | aunt father | Contractions |
| war' saying /wo/, 'wor' saying /wur/ | war, ward, warm, towards, world, worst, work, worth | prove, improve, move | Subordinating Conjunctions |
| Adding -ment and -ness | enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness | hour path bath | Improving Sentences (2) Verbs and Adverbs |
| 's' saying /zh/ | usual, casual, treasure, pleasure, measure, Asia, visual, closure | sure pure sugar | Exciting Words (2) Using a Thesaurus |

| | | | |
|-------------------------------------|---|-----------------------|-------------------------|
| wa' saying /wo/, 'qua' saying /quo/ | want, watch, wash, swap, quality, squash, squabble, quantity | half quarter hour | Possessive Apostrophes |
| tion saying /shun/ | action, motion, description, station, section, adoption, portion, fiction | most pass class grass | Improving Sentences (3) |
| Adding -ful, -less and -ly | graceful, wonderful, powerful, breathless, | plant eye | Speech marks |

| | | | |
|--------------------------------|--|-----------|------------------------|
| | careless, badly, happily, luckily | | |
| Homophones and Near Homophones | hear, here, there, their, bear, bare, quiet, quite | Christmas | Commas in Speech |
| Adding dis- | dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey | water | Using a Dictionary (2) |

5.

| How well do children read at Manor Park ? | Evidence? |
|--|---|
| Pupils can apply phonic knowledge to decode words appropriate to their age and stage of development. | Classroom Visits Learning Walks Pupil Voice Phonic tracking Phonics screening checks |
| Pupils can read and answer questions about a closely matched phonically decodable book. Showing they can apply phonic knowledge and read for meaning. | Classroom Visits Learning Walks Pupil Voice PM Bench Mark SATS Reading Practice sessions/teach assessments |
| Pupils enjoy story time and can talk about their favourite books and authors | Classroom Visits Learning Walks Pupil Voice |

| | |
|---|--|
| Close monitoring of progress ensures quick identification and implementation of 'Keep up' sessions and additional interventions to support children off track. | Intervention records Assessment data (Phonics/reading/bottom 20%) Pupil Voice Learning Walks |
| Use of a systematic synthetic phonics scheme (little Wandle) ensures skills develop progressively through year groups | Classroom Visits Learning Walks Pupil Voice Little Wandle planning and progress sheets |

6. Our approach to the teaching of reading

The role of the teacher is:

- to follow the school's policy with the aim of helping pupils to become independent readers;
- to model the act of reading through shared reading and to provide focused support through guided sessions;
- to assess the pupil's progress as a reader and provide explicit guidance for their development;
- to use reading as a means of locating information that pupils need to learn;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.

In shared reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children's reading targets are taken into account and included in the planning where they are being taught. In KS1, when modelling reading, the pupils are encouraged to join in where appropriate. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

5. Differentiation/EAL/Equal opportunities

The teaching of reading is tailored to meet the needs of all learners including those with special educational needs, pupil premium children and those not reading at the expected standard. We seek to provide suitable learning opportunities for all groups of learners by matching the activity to the ability of the child.

This is achieved by differentiated work, peer collaboration, resources such as colour overlays and support of teaching staff and individual programmes tailored to children.

Teaching Assistants are used to provide support in the classroom. They may support either groups of learners or specific learners. Teaching Assistants are supported and directed by the class teacher and all receive appropriate training and direction to deliver their role as effectively as possible.

Our close adherence to the Little Wandle revised letters and sounds programme means that EAL children who start with us or join us can be given a very clear structure to support language acquirement. If they join school at any point they are individually assessed, using a Little Wandle placement assessment as part of this to provide the maximum support at what can be, a challenging time.

All children are provided with equal access to the English curriculum, regardless of gender, ethnicity or home background.

6. Interventions

Through ongoing assessments, teachers are expected to identify any children who are not working at the expected standard in reading and put in place an intervention to address any gaps in learning or misconceptions. Interventions should be used as soon as a gap is identified. The impact of an intervention should be evaluated at least every six weeks to assess impact and next steps. If an intervention is found to be not having an impact, a teacher should then try an alternative strategy.

We have skilled teachers and teaching assistants who have all completed the Little Wandle training, allowing them to identify any children who are struggling to keep up and plug the gaps by formally assessing them and individually tailoring intervention programmes.

We use Little Wandle Catch up sessions, Rapid Phonics and Rapid Reading and precision teaching as a basis for our interventions in reading.

6. Assessment and recording in phonics and reading

We use assessment to inform and develop our teaching.

Teachers use ongoing assessments during phonic sessions, reading practice/guided reading and Literacy sessions to inform their planning and judgements.

Teachers record formal assessment data for reading once each half term.

- As a school we assess for learning (AFL). Where children are involved in the process of self improvement by recognising their achievements and celebrating success.
- Learning objectives are shared with the pupils to allow the children greater ownership of their learning and encouraging high expectations.
- We mark work according to the schools marking policy.
- We have a tracking system within KS1 to follow the children's progress. This is monitored to ensure that children who are not succeeding or those who demonstrate high ability are identified and supported.
- Each half term benchmarking assessments are carried out to ensure that the book selection is correctly matched to their book band level.
- In the Foundation stage a child's progress will be recorded in their learning journeys on Tapestry.
- The subject co-ordinator carries out a reading audit once each half term to listen to children read and look at samples of work. Feedback is then shared with all members of staff.
- At the end of the year in KS1 a child's progress is reported to parents in their End of Year School Report. This comments on the child's effort and attainment which is assessed by the teacher.
- At the end of a child's Reception year a child's work in reading will contribute to their EYFS profile and Understanding of the World Early Learning Goals. This is then reported as meeting the expected levels of development, exceeding expected levels, or not yet reaching expected levels ('emerging') in line with statutory requirements.
- The reading lead tracks the bottom 20% of readers throughout the school, monitoring impact of interventions used.
- Teachers assess and record phonic data for all children half termly. This is also tracked and reviewed by the Reading Lead.

- All interventions are planned, assessed and reviewed every 6 weeks
- Termly learning review meetings with parents are used to share and discuss individual reading progress.

9. Role of the subject lead

The subject leader is responsible for improving and monitoring the standards of teaching and learning of reading through:

- Monitoring and evaluating Reading
- Tracking on phonics progress
- Pupil progress
- Observations and feedback
- Auditing provision
- Purchasing and organising resources
- Keeping up to date with English developments
- Moderation of children's work
- Monitoring of interventions

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