



Phonics Policy

Introduction / Rationale

Phonics is the code that turns written language into spoken language. With graphemes representing each sound in the words that we read, it is essential to have a strong understanding of grapheme-phoneme correspondence. It is the vital first step in teaching children to read.

Children thrive in an environment where speaking and listening is constantly promoted as a tool to support and develop their understanding of the world. Furthermore, where children are exposed to a wide range of quality texts and regularly read to, they are able to enjoy and engage with the magic of books.

It is with this understanding that children can begin to take increased independence in their learning and develop the lifelong love of reading that we all aspire to at Wigginton Primary School.

Intent / Aims

At Wigginton, our Systematic Synthetic Phonics (SSP) teaching and learning is designed to ensure that all of our children:

- Have a strong phonological awareness.
- Are taught the key skills in segmenting and blending to enable them to access the wider primary curriculum and become independent and resourceful learners.
- Become confident, fluent and enthusiastic readers and writers.
- Are ready to pass the Phonics Screening Check at the end of Year 1.

Implementation / Teaching and Learning

To teach phonics, we use Pearson Bug Club Phonics which is a validated Systematic Synthetic Phonics programme. This ensures the delivery of a consistent and sequential curriculum. All EYFS and KS1 pupils access high quality, discrete phonics lessons until they are proficient, confident readers. This continues into Key Stage 2, where necessary, to support those children who need further consolidation.

Discrete phonics lessons take place daily within EYFS and Year 1. This ensures that children consistently consolidate phonics knowledge and independently apply

this in context. Children are actively encouraged to transfer skills from their phonics sessions to their reading and writing across the curriculum.

Our Phonics Long Term Plan outlines when each Phonic Phase and unit is taught. Children who are not making sufficient progress are given additional, targeted support. Precision teaching is used for children who, despite the additional support, are still at risk of not passing the Year 1 Phonics Screening Check. Common Exception Words (CEWs) will be taught as part of the Bug Club scheme in addition to words taken from the KS1 statutory spelling list.

EYFS and KS1 children read phonetically decodable 'Bug Club' reading books which are carefully chosen to match their current phonics level. Children who are working confidently beyond Phase 5, in reading, take home books from the school's book banded reading scheme. In addition, Year 1 pupils are also allocated an online phonics book which matches the sounds being taught in school.

Impact / Assessment

Assessment is regarded as an integral part of teaching and learning and is embedded within daily teaching. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic ability. Assessment for Learning is crucial in identifying any children who require additional support. As such, assessment takes place throughout the year at each assessment point as a minimum.

At the end of Year 1, children complete the statutory 'Phonics Screening Check' which assesses the children's knowledge of grapheme-phoneme correspondence and their skills in blending. In preparation for this check and as part of our ongoing assessment, children are assessed using a similar format to that of the screening check that uses earlier materials. This exposes pupils to the structure of this statutory assessment and also enables staff to fully identify gaps within the academic year. Where pupils do not pass the Phonics Screening Check in Year 1, this cycle will continue until we are satisfied that their understanding of phonics is fully secure.

Signed: _____ (Chair of Teaching and Learning Committee)

Signed: _____ (Head)