



# Phonics Statement of Practice

At Wolverham Primary and Nursery School we aim to provide high- quality phonic sessions to ensure that all children have the best opportunities provided for them to become competent and confident readers and writers. We aim to secure skills of word recognition and decoding which will enable children at our school to read fluently.

## Planning and Organisation

We follow the Little Wandle Letters and Sounds principles and practice of high-quality phonics. The organisation of each of the five phases, along with the key outcomes, time-scale guidance, vocabulary and tricky to be taught words can be found in the Little Wandle Letters and Sounds Progression Document.

Children throughout Reception and Key stage 1 take part in daily phonics sessions of twenty-five minutes at the start of each day. The children are taught within their own classrooms by the class teacher and supported by a teaching assistant. These sessions focus on key reading skills such as decoding to read words and segmenting the sounds in each word to spell.

At Wolverham we model these strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Phonics sessions are also used to develop vocabulary. Words are given context and visual aids are provided to promote understanding of any new language. When pupils are revisiting sounds, words become progressively more challenging to continuously expand our children's vocabulary.

## **How we teach phonics**

- In nursery, children follow the Little Wandle 'Foundations for Phonics' guidance. The focus is on daily oral blending and language development through high quality stories and rhymes.
- In Reception and Year 1, children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session each Friday.
- Phonics starts in Reception in week 2 to ensure the children make a strong start.
- By the end of Reception, children will have been taught up to the end of phase 4.
- By the end of year 1, children will have been taught up to the end of phase 5.
- Reception lessons start at 10 minutes, with daily additional oral blending – increasing to 25 minutes as soon as possible.
- Year 1 lessons are 25 minutes long.
- Year 2 pupils follow Little Wandle Spelling Programme. This begins with a review of phase 5, before a 'Bridge to Spelling' unit which aims to teach foundational skills for spelling. The final unit consists of 20 weeks that cover the Year 2 spelling curriculum.
- In the KS2 classes there are planned phonic 'catch-up' sessions to address specific reading/writing gaps. These are short, sharp sessions lasting 10 minutes in length and taking place at least three times a week.



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## Reading practice sessions

- Children across Reception, Year 1, Year 2 (and beyond if appropriate) apply their phonics knowledge by using a fully matched decodable reader in a small group reading practice session.
- These sessions are 15 minutes long and happen at least three times a week. There are approximately 6 children in a group.
- The sessions follow the model set out in Little Wandle Letters and Sounds Revised Programme: decoding, prosody and comprehension.
- The children then take the same book home the following week to ensure success is shared with the children's family.
- In Reception, these sessions start in Autumn 2. Children who are not decoding, complete blending sessions, following the model set out in Little Wandle Letters and Sound Revised Programme.

## How do we assess phonic knowledge?

- In Reception and Year 1, at the end of each week there is a review session which recaps the week's learning. There are also whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher's ongoing formative assessment).
- Children identified in Reception and Year 1 at danger of falling behind are immediately identified and daily 'keep up' sessions are put in place – sessions follow the Little Wandle Letters and Sounds Revised programme. These children are assessed every three weeks and new targets are set.
- In Reception and Year 1, the children are assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessments. Their progress is tracked on an assessment tracker.
- Pupils in Year 1 sit the Phonics Screening Check in the summer term.
- Children who do not pass the Phonics Screening Check in Year 1, will re-sit this in Year 2.
- Children who have not exited phonics in year 2 and above follow the Rapid Catch-Up programme. Their progress is assessed every 5 weeks.
- Once children have exited phonics, they move onto fluency books. Fluency assessments take place every half term.