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## Heathfields Infant & Wilnecote Junior Academy

# Phonics Policy 2022

## Document Control

<b>Document Title</b>	Phonics Policy 2022
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## Version Control

<b>Version</b>	<b>Date</b>	<b>Amended by</b>	<b>Comments</b>
1	Spring 2022	A Lincoln	Changes to scheme – Little Wandle

<b>Section</b>	<b>Changes Made</b>

# Phonics

## **1. Rationale**

We are committed to raising standards in phonics so that every learner is able to read at age related expectations and beyond. This policy sets out our expectations of the teaching of phonics to ensure our children make good progress from Foundation Stage through to the end of Key Stage 2.

## **2. Aims**

The aim of this policy is to ensure that a consistent 'whole school' approach is applied to the teaching of Phonics in order for children to:

- ⊙ decode the written language
- ⊙ enjoy books and reading.

## **3. Planning for Effective Phonics Lessons**

To ensure a systematic approach, all year groups follow the Little Wandle Letters and Sounds programme.

Phonics lessons must follow the recommended format of:

Revisit and Review -> Teach -> Practise -> Apply

- ⊙ Phonics lessons in EYFS, KS1 and, where appropriate, KS2 (see SPaG policy) will be taught every day discreetly during morning sessions (9.00 – 9.30am).
- ⊙ In Reception, alongside the daily phonics lesson, focused adult-led activities and well-planned continuous provision provide opportunities for pupils to practice and apply their phonic skills and knowledge.
  - ⊙ In Key Stage 1, children should be taught in whole classes
  - ⊙ All phonics lessons should be planned on the SMART board flipcharts, with the planning taken directly from Little Wandle Letters and Sounds planning.

## **4. Phonics in the Learning Environment**

- ⊙ A dedicated phonics display will be visible in all learning spaces in which phonics sessions are taught, including the Little Wandle Grow the Code poster.
- ⊙ The phonics display will have each of the letter sounds displayed

Classroom tables will have English toolkit boxes that contain sound mats and the 'tricky' words for each phase, for children to refer to.

## **5. Assessing phonics**

Close and regular assessment of children as they learn to read is vital if teaching is to match their capacity to learn and if difficulties are to be identified and overcome when they first arise.

- ⊙ Practitioners will use on-going assessment from daily phonics lessons to inform their judgement for choosing children to take part in daily phonics keep up sessions.
- ⊙ Evidence in phonics progress will be gathered through discrete phonics sessions, reading skills and guided writing. Independent writing should be used alongside phonic assessments to inform judgements.
- ⊙ All pupils will also be assessed at the end of each six-week teaching sequence, using the Little Wandle assessments. These will record pupils' knowledge of oral blending and segmenting, reading and writing within their phonic phase. It will also assess their knowledge of the 'tricky' words in each phase.

- ⊗ Class teachers will upload the results of these assessments to the Little Wandle assessment links page. A heatmap will then be generated in order to see the gaps and inform which children should have interventions.
- ⊗ Interventions should be planned for those children working below age related expectations.
- ⊗ Phonics progress will be tracked by the English team against identified milestones.
- ⊗ In year 1, the children will also take part in a Phonics Screening Check practise at the end of the Autumn and Spring term. Any children who need intervention will then be targeted.
- ⊗ Year 1 children will take part in the Phonics Screening Check in June.
- ⊗ Year 2 children who did not pass the Phonics Screening Check in Year 1 will take it again in the Autumn term.

## **6. Phonics across the Curriculum**

Practitioners should clearly model how to apply phonic knowledge in reading and writing. Phonics is demonstrated as the primary strategy for encoding and decoding words. This is the expectation in all subjects but is particularly pertinent in shared reading, reading skills and writing.

## **7. Applying Phonics in Reading**

Little Wandle Letters and Sounds requires each child to take part in three reading sessions a week.

The children read a book that is matched to them from their phonics assessments.

The three sessions are as follows:

Decoding

Prosody

Comprehension

The children read the same book for each session to enable them to become familiar with a text. The same text is sent home on Collins ebooks for parents to share at home.

Appendix 1  
Example assessment sheet

**Little Wandle Letters and Sounds Revised Reception  
Child assessment**

**Autumn 1**

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat	man	hug	red	pe <u>ck</u>
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Appendix 2  
Example record sheet

# Little Wandle Letters and Sounds Revised Reception Teacher's mark and record sheet

Child's name: .....

Date: ..... Class: .....

## Autumn 1

### GPCs

Mark '✓' 'M' or '/'

Mark a tick by those GPCs read automatically.

Write 'M' by those GPCs where the mnemonic was needed as a prompt.

Place a line '/' by any GPC that the child could not read.

m		a		p		c		o	
s		g		k		u		h	
i		t		n		r		f	
d		ck		e		b		l	

### Oral blending

Mark '✓' 'P' or 'PN'

Mark a tick next to the word if the child correctly sound-talks the word and blends.

Write 'P' and mark a tick next to the word if the child correctly sound-talks the word and points to the picture. (See the 'Oral blending' worksheet for pictures to support this.)

Write 'PN' next to the word if the child does not sound-talk the word but points to the correct picture.

h-a-t

d-u-ck

c-u-p

### Words

Mark '✓' or '/'

If incorrect, write how the child read the word above the word.

sat		man		hug	
red		peck			