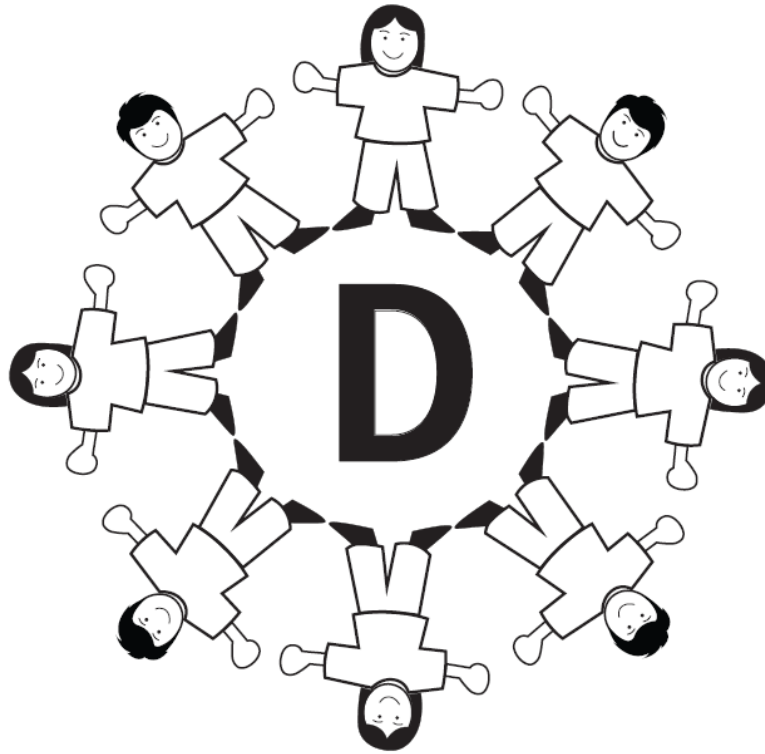


Dalestorth Primary and Nursery School



Phonics Policy November 2024

There are other formats of this policy available upon request from the office.
This policy is also available online at <https://www.dalestorth.notts.sch.uk>

Phonics Intent

At Dalestorth, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Phonics is the process that is used to help children break down words into sounds, as well as building letter and word recognition. This can then enable children to use unknown words in the future. Children learn to segment words to support their spelling ability and blend sounds to read the words.

Phonics at Dalestorth follows the Department of Education approved scheme 'Little Wandle'. This allows our phonics teaching and learning to be progressive from Nursery up to Year 2 as well as allowing children's listening and speaking skills to develop. Phonics is taught through whole class teaching input, through provision in the setting and in small group activities. For children in FS2, Year 1 and 2, the teaching of phonics is organised into groups depending on children's prior Phonics knowledge, and looking at where individual's need challenge or support. Where extra intervention is necessary, this is provided for children throughout Key Stage 1 and Key Stage 2.

The Little Wandle scheme is broken down into the following;

Foundations – aimed for Nursery age children broken down into Foundations for a Love of Reading, Foundations for Phonics and Foundations for Language. The children will develop their vocabulary, listening skills and phonological knowledge.

Reception – phase 2, phase 3 and phase 4. Children learn GPCs and tricky words for each phase. They will develop their reading skills and read books matching their phonic ability.

Year 1 – Review phases 2-4 and complete phase 5 growing the code.

Year 2- Review phase 5, Bridge to Spelling, Spelling units and Little Wandle Fluency.

Right from their first day at Dalestorth, children are provided with lots of opportunities to engage with books that fire their imagination and interest, motivating and exciting them to learn Phonics and become competent readers.

To develop our pupils as decoders and spellers we:

- Teach a discrete daily Phonic lesson in FS1, FS2 and KS1.
- Follow the Little Wandle phonic programme.
- Model correct letter formation when writing and using pure letter sounds when speaking.
- Encourage children to use letter sounds when blending words and letter names when spelling out loud.
- Teach children how to use phoneme frames and sound buttons, lines and hooks to help them blend sounds to read words.
- Teach children to count the sounds on their fingers before writing to identify the different sounds in the word.
- Give children opportunities to apply the grapheme they have learnt within a caption or sentence.
- Introduce children to subject specific vocabulary as appropriate e.g. digraph, trigraph, split digraph.
- Give children opportunities to apply their phonic knowledge using phonetically decodable reading books which closely match our teaching in Phonics lessons.
- Plan for high-quality Phonic based activities with the provision to develop children's speaking and listening skills in order to increase their awareness of the sounds around them and support them in developing their blending and segmenting skills.
- Provide targeted support for children in KS2 who have been identified as working significantly below age related expectations to help them master early Phonic skills.

Equal Opportunities and Inclusion

- All children are given access to an ambitious and well-structured Phonics curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND programme).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

SEND

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. Level of challenge should not be altered, rather that we change the tools we give to the children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate. See SEND policy for further details.

Curriculum Organisation

Foundation Stage

In the Foundation Stage, high quality continuous and enhanced provision enables children to develop their decoding and spelling skills. Children in FS1 take part in regular lessons based on the Foundations programme to develop their speaking and listening skills in order to increase their awareness of the sounds around them and support them in developing oral blending and segmenting skills. Children in FS2 take part in a daily Phonics lesson, learning the graphemes in Phase 2 and 3, and developing their blending and segmenting skills across Phases 2-4.

Key Stage 1

In KS1, children will take part in a daily Phonics lesson, learning alternative graphemes for previously learnt phonemes in Phase 5, investigating spelling patterns and developing fluency skills. Children are encouraged to apply their growing Phonics knowledge through high-quality reading and writing activities across the curriculum.

Key Stage 2

In KS2, children are encouraged to apply their Phonics knowledge with increasing accuracy through high-quality reading and writing activities across the curriculum. They continue learning more advanced spelling patterns through regular English and SPaG lessons. Where children are identified as working significantly below age related expectations they are provided with targeted support to help them master early Phonic skills.

Provision is made for children who require extra support through targeted teaching; intervention programmes, pre-teaching and scaffolding.

See the subject expectations document for more information.

Teaching and learning

When staff are planning and delivering Phonics sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a decoder, using retrieval of knowledge and focusing on oracy skills.

Assessment

Staff in FS2 and KS1 will use the online Phonics Tracker programme to monitor and track children's progress at 4 key points during the year – On entry in September, Autumn term 2, Spring term 2 and Summer term 2.

Children in Year 1 will undertake the Phonics Screening Check with their teacher during June and any Year 2 children who did not meet the requirement during Year 1 will retake the check. Children in Year 3 that did not meet the requirement of the screening check in Year 2 will receive phonics intervention and will retake the check again at the end of the year.

See the Whole School Teaching and Learning Policy and subject expectations for more information.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in Phonics to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen.

It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the Phonics policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the Phonics policy will be directed to the school's website.

The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by J.Bailey

Policy adopted: November 2024

Policy due to reviewed: November 2026