



Knavesmire Primary School  
**Phonics Policy**

November 2021

## **Philosophy**

At Knavesmire Primary School, we are committed to the delivery of excellence in the teaching of Phonics. Phonics is a key skill that supports the development of reading and spelling. It enables children to acquire the word decoding skills they need for reading comprehension and also develop a secure knowledge of the relationship between letters and sounds to support the spelling of unfamiliar words.

## **Intent**

At Knavesmire Primary School, 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 Reception 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.

It is our intention is that our pupils will be able to:

- Recognise, say and write all phonemes within each phase of Little Wandle Letters and Sounds Revised
- Use their phonic knowledge to blend phonemes in decodable words
- Use their phonic knowledge to tackle any unfamiliar words as they read
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Write clearly, accurately and coherently using phonic knowledge
- Use their phonemic awareness across the curriculum

## **Implementation**

At Knavesmire Primary School, we use the Little Wandle Letters and Sounds Revised progression across the EYFS, Key Stage One and in Key Stage Two where appropriate. In line with Knavesmire's commitment to excellence in Phonics, we teach regular discrete Phonics lessons throughout Early Years and Key Stage One.

Children in Nursery are taught Phonics as a discrete lesson twice a week and focus on 'Foundation in Phonics' from the Little Wandle Letters and Sounds Revised SSP. Children are encouraged to apply their phonemic awareness throughout the day and during differentiated play activities.

Reception children are taught a discrete, whole class Phonics lesson daily. The progression set out in the Little Wandle Letters and Sounds Revised programme is followed. Once children have a sufficient understanding of grapheme phoneme correspondences, they begin to access reading books. Reading books used during lessons in school are matched to the child's secure phonics knowledge and provide the opportunity to practise the application of recently acquired knowledge. Reading books are only sent home once children are sufficiently secure in their knowledge of grapheme phoneme correspondences included in each text. Additional resources may be sent home to enable children to apply

and consolidate newly acquired grapheme knowledge e.g. word bookmarks, caption cards etc.

We expect all children to reach Phase 4 by the end of the Reception year and demonstrate secure understanding in order to begin Phase 5 when they enter Year One. Regular assessments are carried out during the Reception year to ensure children are making good progress and keep-up sessions are implemented for those children who are identified as not being on track.

Children in Year One are taught a daily, discrete, whole class Phonics lesson. The progression set out in the Little Wandle Letters and Sounds Revised programme is followed. Children have access to materials which support and consolidate their Phonic knowledge. Reading books used during classroom lessons are matched to the child's secure Phonic knowledge. Reading books that are sent home are also closely matched to the child's secure Phonic knowledge. Additional resources may be sent home to enable children to apply newly acquired Phonics knowledge and consolidate their understanding e.g. word bookmarks, caption cards etc.

In Year One, the expectation is for all children to reach Phase 5 and have a secure understanding ready to begin Phase 6 when they enter Year Two. Regular assessments are carried out to ensure children are making good progress. Children who are identified as not being on track are included in keep-up sessions. These may be through regular, small group activities or 1:1 activities. Children in Year One take the statutory 'Phonics Screening Check'. Those who do not achieve the pass mark are given support and catch-up interventions in Year Two, to provide them with sufficient knowledge and understanding to retake the 'Phonics Screening Check' and obtain a pass mark.

Children in Year Two continue to receive regular discrete Phonics lessons. These lessons enable children to consolidate their prior knowledge as well as learning spelling rules through the use of Little Wandle Letters and Sounds Revised and the No Nonsense Spelling scheme.

Children in Key Stage Two continue to consolidate their phonemic knowledge. Reading books are closely matched to the Phonic knowledge of each child ensuring they continue to develop the necessary skills and knowledge to become competent and fluent readers. The teaching of spelling continues to build on knowledge taught in Key Stage One (see Knavesmire Spelling Policy).

### **Impact**

At Knavesmire, the impact of high quality Phonics teaching will ensure that we develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with them throughout their lives. High quality Phonics teaching also ensures that our pupils gain the necessary skills to develop a confidence in their ability to encode and become competent when spelling words.