**Crofton Junior School**

**Phonics Policy**



**English Policy**

**September 2022**

**Phonics and early reading policy**

**The context of our school**

**As we are a Junior School, most pupils will come to us having already passed their phonics screening check in Year 1, have worked within the Year 2 standard and are ready to progress onto the Year 3 curriculum. However, for a small number of pupils, it may still be necessary to continue with phonics teaching. If this is the case, these children will be taught using the Little Wandle Letters and Sounds Revised: Catch-up or SEND programme.**

**Intent**

**Phonics (reading and spelling)**

At Crofton Junior School we believe that all our children can become fluent readers and writers. This is why, for those children who require it, we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We follow the [*Little Wandle Letters and Sounds Revised* progression](https://wandlelearningtrust.sharepoint.com/sites/WTSA2/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=dA5Kg8&cid=c07c4b6e%2D7eff%2D4834%2Db0a2%2De34e77f1195a&FolderCTID=0x0120002B68E4606EDEEB42917E483D1520364F&id=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files%2FProgramme%20Overview%5FReception%20and%20Year%201%2Epdf&parent=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Crofton Junior School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

**Comprehension**

At Crofton Junior School we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

**Implementation**

* We timetable daily phonics lessons for any child who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
* Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

**Teaching reading: Reading practice sessions three times a week**

* We teach children to read through reading practice sessions three times a week. These:
  + are taught by a fully trained adult
  + use books matched to the children’s secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of [‘Application of phonics to reading’](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/11/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-NEW-PD03-1.pdf)
* Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:
  + decoding
  + prosody: teaching children to read with understanding and expression
  + comprehension: teaching children to understand the text.
* We continue to teach reading in this way for any children who still need to practise reading with decodable books.

**Home reading**

* The decodable reading practice book is taken home to ensure success is shared with the family.
  + Reading for pleasure books also go home for parents to share and read to children.
  + We use the [*Little Wandle Letters and Sounds Revised* parents’ resources](https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

**Ensuring consistency and pace of progress**

* We all use the same language, routines and resources to teach children to read so that we lower children’s cognitive load.
* Lesson templates, Prompt cards and How to videos ensure teachers and teaching assistants all have a consistent approach and structure for each lesson.
* The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

**Impact**

**Assessment**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

* [**Assessment for learning**](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/LS-KEY-GUIDANCE-GETTING-STARTED-ASSESSMENT-FINAL.pdf) is used:
  + daily within sessions to identify if any children are needing Keep-up support
  + weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
* [**Summative assessment**](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/assessment-tools/) is used:
  + every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
  + by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
* The [*Little Wandle Letters and Sounds Revised* placement assessment](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/assessment-tools/) (catch-up or SEND) is used:
  + with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Appendix a

Example lesson plan:

