

Springfield Phonics Policy

Intention

The purpose of phonics is to teach the children how to read skilfully. They are taught how to: recognise the sounds that each individual letter makes; identify the sounds that different combinations of letters make – such as 'sh' or 'oo'; and blend those sounds together from left to right to make a word. Children can then use this knowledge to blend and segment new words that they see or hear. This is the first important step to learning to read and write. Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read a wide variety of text fluently and confidently, and read for enjoyment.



Implementation

Phonics will be taught discretely, every day, for 30 minutes, from 9.10am till 9.40am using Little Wandle Phonics Scheme.

The children will be taught whole class where possible but may be sorted into ability groupings based on thorough assessments.

The planning and delivery of phonics will follow a teaching sequence which includes: Review/Recap, Focus, Model, Practice, Apply and Assess.

There will be decodable texts used in reading sessions to support the application aspect of the session – moving decoding into reading.

The staff will provide working walls and use their phonics toolkits to teach phonics in a systematic approach, following the sequence of sounds from Little Wandle.

There will be a monitoring and CPD cycle to ensure the highest quality of phonics teaching is provided for our children.

Children will be formally assessed half termly and entered onto a tracking spreadsheet.

Informal assessment will occur at the end of each week and rapid response interventions put in place.

There will be catch up sessions for the lowest 20% in reception and year 1.

Impact

The impact will be that phonics outcomes at the end of year 1 are in line with national standards. The children will be able to blend and segment sounds in order to decode and ultimately read age-appropriate decodable texts. They will also be able to use their phonics knowledge to sound out unfamiliar words and use these skills when reading, spelling and within their written work.