

English

Phonics Guidance



Philosophy/Rationale

At Newfield Park Primary Academy, we follow the *Little Wandle Letters and Sounds Revised* principles and practice of high quality phonics. This follows:

- Short phonics sessions for Nursery looking at the foundations for phonics focussing on:
 - Phonemic awareness including alliteration
 - Tuning into sounds including musical and environmental
 - Oral blending
 - Learning new rhymes and action rhymes
 - Sharing high quality stories and poems
- A sequence of planned daily sessions for all children from the second week of Reception and throughout Key Stage 1.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using phase 5 GPCs with fluency and accuracy.

Although phonics is taught as a whole class following a set sequence of lessons, additional intervention may be used to support the progress of some groups of children. The Little Wandle Letters and Sounds Revised phonics scheme identifies seven key characteristics for phonics teaching to be highly successful in schools, at Newfield Park we follow these to ensure children are accessing effective phonics teaching and practice throughout their phonics journey. These are:

- Direct teaching in frequent, short bursts.
- Consistency of approach
- Secure, systematic progression in phonics learning
- Maintaining pace of learning
- Providing repeated daily practice
- Application of phonics using matched decodable books
- Early identification of children at risk of falling behind, linked to the provision of effective keep-up support.



Implementation

Foundation for Phonics in Nursery

At Newfield Park, we provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and Language' and 'Literacy'. These include the following strands:

- Sharing high quality stories and poems
- Learning a range of nursery rhymes and action rhymes
- Activities that develop focussed listening and attention, including oral blending
- Attention to high-quality language

We ensure that all nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception. Children in nursery are exposed daily to short, well-paced phonics sessions and games, which enable them to develop and practice skills in oral blending, tuning into sounds, recalling well-known nursery rhymes and songs.

Phonics teaching in Reception

We teach phonics daily for 20 to 30 minutes in Reception. The sessions build up from 10-minute lessons daily, with additional daily oral blending games, to the full-length lesson as quickly as possible for each individual cohort. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start to their phonics teaching in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Any children who show gaps in learning or who may need additional practice will be provided with daily keep-up support sessions.

Phonics teaching in Year 1

In Year 1 we continue to teach 20-30 minute phonics sessions daily. The sessions begin in Autumn term by reviewing Phase 3 and 4 GPCs moving quickly onto the teaching of Phase 5 GPCs. These sessions are taught in conjunction with the children's three Reading sessions per week. As with Reception class, any children who show gaps in learning or who may need additional practice will be provided with daily keep-up support sessions.



By the end of Year 1 children should be able to do the following:

- respond speedily with the correct sound when shown any grapheme that has been taught
- for any given sound, write the common graphemes
- apply phonic knowledge and skill as the prime approach to reading and spelling, including unfamiliar words that are not completely decodable
- read other words of more than one syllable that contain the taught GPCs
- read automatically all of the high-frequency words, including common exception words, taught so far, noting unusual correspondences between spelling and sound and where these occur in the word
- accurately spell most of the high-frequency words, including common exception words, taught so far
- read words with contractions, and understand that the apostrophe represents the missing letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

Phonics teaching in Year 2 and beyond

In Year 2 phonics sessions are taught daily for 20 minutes for any children who are not yet fully fluent at reading, or who have not passed the phonics screening check in Year 1. These children will be given as much support as required to ensure they catch up with their peers, and that 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 children's phonic knowledge and teach to these at a steady pace. Children will continue to learn spelling rules and patterns once they are reading fluently and have no gaps in their phonic knowledge.

By the end of Year 2 children should be able to the following:

- continue to apply phonic knowledge and skill as the prime approach to reading and spelling, until automatic decoding is embedded, reading is fluent and spelling is consistent
- read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the graphemes taught so far
- read and spell words containing common suffixes
- begin to apply knowledge of the spelling patterns taught when reading and spelling words
- read further high frequency words, including common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading



For any children who still have gaps in their knowledge in Year 3 and beyond when reading or writing, we plan phonics 'catch-up' lessons to address specific reading and/or writing gaps. These short, sharp lessons last 10 minutes and must take place at least three times a week with specific children or small groups.

Keep-up lessons

These sessions are designed to help ensure every child learns to read. Any child who needs additional practice has daily keep-up support, taught by either the class teacher or TA. 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. These lessons are always based on gaps identified by the teacher or via Phonics Tracker.

Ensuring consistency and pace of progress

All Key Stage 1 teachers, including members of the senior leadership and teaching assistants have been trained to teach Little Wandle Phonics and early reading. All staff have the same expectations of progress and a consistent approach to teaching. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

Weekly content grid map out each element of new learning for each day, week and term for the duration of the phonic programme.

All members of staff have access to lesson templates, prompt cards and how to videos to ensure teaching is a consistent approach and follows a consistent structure for every session. GPCs are taught in a specific order following the programme progression document, all staff are trained in the order of these and follow this. Children's decodable reading books are linked to this sequential order of teaching GPCs and are matched directly from assessments.

Monitoring

The Phonics and Reading Leader (along with the Senior Leadership Team) have used the Audit and Prompt cards to monitor and observe teaching; they use the summative data to identify children who need additional support and their gaps in learning. The KS1 Phase Leader and EYFS Phase Leader observe the teaching of phonics from Nursery to Year 2.



Outcomes:

Our phonics curriculum has ambition for the high achievement of all pupils irrespective of background and starting point. The teaching and learning process is cyclical, therefore assessments are used to inform teaching, but also to measure progress.

- In 2022-23, we achieved 92% on the Phonics Screening Check in Year 1.
- In 2023-24, we achieved 86% on the Phonics Screening Check in Year 1.
- In 2024-25, we achieved 88% on the Phonics Screening Check in Year 1.

Assessment

Assessment is used, by both the class teachers and the Phonics and Reading Lead, to monitor progress and to identify any child needing additional support as soon as they need it:

- Assessment for learning is used:
 - Daily within class to identify children needing keep-up support
 - Weekly in the Review lesson on a Friday to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:
 - Every six weeks to assess progress, to identify gaps in learning that need to be address, to identify any children needing additional support and to plan the keep-up support that they need, through use of Phonics Tracker.
 - By SLT and the Phonics lead, and scrutinised through use of the Phonics tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
 - Assessment via Arbor against S-CAT "Essential Skills" which helps with gaps analysis for staff re: interventions

These strategies support an accurate assessment of pupils' knowledge and skills, enabling staff to ascertain how learning has been embedded in long term memory and also gaps in learning.

Statutory Assessment

Children in Reception will be assessed against the criteria of Reading Early Learning Goal.

Children in Year 1 sit the Phonics screening check. Any children who do not pass the check re-sits it in Year 2.

Outcomes in statutory National Phonic Screening Test are a useful indicator of pupils' learning and one which supports staff in measuring the impact of the school's phonics curriculum. However, at Newfield Park, we continually measure the impact of our phonics curriculum by scrutinising pupils' books, speaking to pupils about their learning and the use of internal assessments. This is documented on Phase Leader Dashboards regularly.



Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through:
 - their teacher's ongoing formative assessment
 - Phonics Tracker if necessary
 - the appropriate assessments e.g. NTS / Spelling Shed

SEND Provision

Additional phonics sessions are to be planned for as needed. These will be carefully targeted using accurate assessment through the Little Wandle assessment grids, and resources to enable optimum progress for all children. There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and these are tightly linked to pupil targets. Keep-up sessions and additional intervention will ensure that misconceptions and gaps are addressed in a timely manner so that progress is not slowed.