



phonics

Subject Handbook

Phonics

Our Phonics Curriculum Will Enable Pupils to:

Through the study of Phonics, under other umbrella of English, we enable our pupils to discover the multi-faceted beauty of communication, understanding, and exploration of relationships with themselves, each other, and the mysterious nature of God's world; to recognise that language plays a fundamental role in the growth of our identity and self-image, leading to human flourishing which transcends limitations and barriers. Exposure to a rich variety of literature and the development of high-level literacy skills gives them the tools to participate as a global citizen.

Intent

At Guardian Angels, we believe that all our children can become fluent readers and writers. To support this, we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme.

We start teaching phonics in 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.

As a result, all our children are able to tackle any unfamiliar words as they read.

At Guardian Angels, 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.

Implementation

Through the teaching of Little Wandle Letters and Sounds Revised the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Foundation Stage, and KS1. Extra keep up and catch up support is provided to those in Year 2 who have not passed phonics screening in Year 1 and interventions are planned for those children who are working below expected levels.

Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. Pupils have regular reading sessions with an adult we ensure the pupils are regularly practising and applying their phonics knowledge.

In the EYFS the continuous provision matches the pupil's current knowledge and understanding whilst ensuring the children are suitable challenged. Teachers regularly assess the pupil's phonics knowledge using the phonics assessment, reading milestones and Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. The children have reading books which they are encouraged to read regularly at home which match their current phonics level and the books the child is reading in school.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we passionately believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Curriculum Overviews

Curriculum overviews and programme content resources are available to inform planning and delivery of lessons. These include planning, reading, assessment, daily keep up and rapid catch up.

Progression

The progression maps carefully maps the development of key ideas within a strand from EYFS to Y2 ensuring that the learning journey is cohesive and that each new element builds on the appropriate conceptual components.

Lesson focus	Retain and review	Teach and practise	Check understanding	Teacher-led blending and independent reading	Shared reading	Reading	Practice and apply	Read
1	Review the phonics...	Use the programme...	Use the programme...	Use the programme...	Use the programme...	Use the programme...	Use the programme...	Use the programme...

Lesson focus	Retain and review	Teach and practise	Check understanding	Teacher-led blending and independent reading	Shared reading	Reading	Practice and apply	Read
2	Review the phonics...	Use the programme...	Use the programme...	Use the programme...	Use the programme...	Use the programme...	Use the programme...	Use the programme...

went	went
hand	hand
list	list
soft	soft