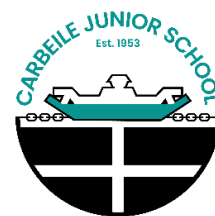


CARBEILE JUNIOR SCHOOL

PHONICS POLICY



GH – Dec 2024

Intent

At Carbeile Junior 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. Little Wandle phonics is taught from Nursery/Reception at Torpoint Nursery and Infant School and then we 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 Carbeile 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.

At Carbeile 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 Phonics Leader who drives the Rapid Catch Up 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 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:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.

Phonics Sessions

- We teach children to read through phonics practice sessions for 30 minutes four times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children

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- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments
- are monitored by the phonics leader, who rotates and works with each group on a regular basis.
- Each phonics session has a clear focus, so that the demands of the lessons 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.

Additional phonics support for children not making progress

- Children who have stayed on the same phonics phase for two terms receive additional 1-2-1 sessions of the Toe-By-Toe scheme

Ensuring consistency and pace of progress

- Every phonics teachers in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Phonics Leader and SLT regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning

Impact

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

- **Summative assessment** for Year 3 to Year 6 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 the phonics 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.
 - With any child new to the school we quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Ongoing assessment for Rapid Catch-up in Years 3 to 6

- Children in Year 3 to 6 are assessed through:
 - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
 - the Rapid Catch-up summative assessments to assess progress and inform teaching
 - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.

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- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Date of next review: Autumn 2026

Federation Headteacher: Mr P Hamlyn

Phonics Coordinator: Miss Georgie Hendy