

Charles Darwin CP School Phonics Policy

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| **INTENT** |
| **Rationale**: Phonics is a key skill that supports the development of early reading skills. At Charles Darwin, we combine quality phonic instruction with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers.  **Ambition**: Using the Little Wandle programme we intend our pupils to be able to:   * Recognise, say and write all phonemes within each phase * Use their phonic knowledge to blend and segment phonetically decodable words * Use their phonic knowledge to attempt to read and write more complex words * Read easily, fluently and with good understanding, age and ability appropriate texts * Develop the habit of reading widely and often, for both pleasure and information * Write clearly, accurately and coherently, using phonic knowledge |
| **IMPLEMENTATION** |
| In order to implement our intent, we have:   * Opportunities for whole school and class enrichment * A scheme of work that teaches specific and relevant vocabulary (Little Wandle) * Ensured that staff are equipped with the necessary professional development to deliver our curriculum * Planned opportunities for parents to participate in ‘stay and play’ phonics-based sessions * Daily phonics sessions in Early Years, Key Stage 1 and for some KS2 children, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing * A scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words * A progressive scheme of work where the teaching of phonics progresses in line with children’s readiness * Small and focussed intervention group teaching to target children’s specific next steps * A rigorous assessment system that informs teaching * A cohesive and consistent approach to teaching phonics, where daily sessions follow the Little Wandle structure * Regular reading opportunities and story times for all children in school * A phonics-screening check for Year 1 in the summer term and for those in Year 2 who need to resit * A subject leader who monitors teaching and learning to improve standards and outcomes * A link governor who liaises with the subject leader in order to monitor and improve standards * A curriculum that meets the needs of all pupils (including SEND) |
| IMPACT |
| Through implementing the above   * Pupils will be confident in their phonic knowledge * Pupils will be able to blend and segment words confidently * Pupils pass the Phonics Screening Check * Pupils learn to love reading through fun but challenging phonic activities * A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum |