



Stanwick Primary Academy

What does the teaching of **Phonics look like in this school?**

Context:

At Stanwick Primary, are committed to the delivery of excellence in the teaching of Phonics. We aim to ensure that every child can read with fluency as well as developing a love of reading that will stay with our children all their lives. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong learning and well-being. Phonics is a key skill that supports the development of early reading skills and our mission is to teach every child to read and write and to keep them reading.

At Stanwick Primary, using the Little Wandle Letters and Sounds (LW) programme, we aim to:

- Develop each child so that they can **achieve** success by reading with fluency and good understanding
- Develop a love of reading that will **inspire** and stay with children all their lives
- Encourage each child to **respect** and **care** for their own development in reading by striving for excellence and acknowledging that mistakes are our friends and we learn from them
- Appreciate that the quality and variety of language that pupils hear and speak through reading are vital for developing their vocabulary and their understanding of literacy

Implementation:

At Stanwick Academy, we follow the structure of LW. Our children are provided with a variety of opportunities to develop and extend their phonics skills across Reception and Key Stage 1. These will be continued into Key Stage 2 where necessary to support those children who do not yet have the phonics knowledge and skills they need. Each class will teach phonics as a discrete lesson every day and will include phonics as part of teaching and learning throughout other curriculum lessons daily.

Through the English Hubs Programme, seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. These are:

- direct teaching in frequent, short bursts
- consistency of approach
- secure, systematic progression in phonics learning
- maintaining pace of learning
- providing repeated 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

Age Related Expectations for the end of the school year:

By the end of EYFS children should:

- read and understand simple sentences
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight some tricky words
- use phonic knowledge to write words in a way which matches how the sounds are said
- write some irregular common words.

By the end of Year 1 children should:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable
- read many common exception words fluently
- read phonically decodable three-syllable words
- read a range of age-appropriate texts fluently
- demonstrate understanding of age-appropriate texts
- read decodable words that end –s, –es, -ing, -ed, -er, -est
- say the correct sound to grapheme for all the 40+ phonemes

By the end of Year 2 children should:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read and spell most common exception words for year 2
- read words accurately and fluently without overt sounding and blending
- sound out most unfamiliar words accurately, without hesitation
- segment spoken words into phonemes and represent these by graphemes

Intervention

Children who still need extra support to develop their phonic knowledge across EYFS, Key Stage 1 and 2 are identified and targeted for intervention. We follow the LW Keep-up sessions but there are also a range of intervention strategies which the school uses. The most appropriate one is selected once a child's needs have been assessed.

Assessment

At Stanwick Academy, assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic ability.

Half-termly assessments

The attainment and progress of children in phonics is assessed regularly across the year. LW is assessed every half term by the class teacher. This is carried out on the LW assessment sheets and is colour co-ordinated for each half term so that teachers can clearly target children needed for intervention. The outcomes of these assessments are then shared with parents so that support can also be provided at home.

Phonics Screening Check

At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again in Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

Support for parents

LW provide a glossary which contains explanation of phonics terms and resources that parents may find helpful. Please see: <https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/LS-KEY-GUIDANCE-GLOSSARY.pdf> and <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>.