

Turton & Edgworth



C.E.M.P.S.

Phonics Intent, Implementation & Impact Policy

Compiled by:	Charlotte Partington
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Turton Edgworth CE/Methodist Primary School

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C.E.M.P.S.

Always, 'Doing all we can' and celebrating 'Life in all its fullness'.

'You will have life and life in all its fullness' (John 10:10) 'Do all you can' (John Wesley)

"The more you read, the more things you will know. The more that you learn, the more places you'll go."

Theodor Seuss Geisel (March 2, 1904 - September 24, 1991)

Intent

At Turton and Edgworth Primary School we strive to ensure all children become fluent readers by the end of Key Stage One. This is with the aim to open up a world of knowledge and enjoyment in reading, enabling all pupils to live life in all its fullness. We do this through systematic teaching of phonetic decoding and learning of sight words, through sharing a love of books and through the use of our well stocked libraries. We do this because we know how much confidence a child can gain from reading and the impact reading ability has on a child's ability to learn new things. A child who can read is a child who can access so much more of the world. Reading promotes empathy, imagination, enjoyment and pleasure, and this is what we want for our children.

Aims

- To teach children oral discrimination, phonemic awareness and rhyme awareness in order
- To encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.
- To encourage over learning to encouraging automaticity and fluency within reading.

Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is consistent and progressive.
- To encourage children to apply their phonic skills in all curriculum areas.
- To quickly assess and address any gaps in learning and put in place interventions to meet the children's needs.

Implementation

At Turton and Edgworth Primary School we use **Little Wandle Letters and Sounds revised** phonics programme which aims to build upon children's speaking and listening skills as well as preparing them for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills with the aim of them becoming fluent readers by the age of seven. **Little Wandle Letters and Sounds revised** programme is split into 5 phases. Phonics is taught for at least 20 minutes per day in Reception and Year 1. Rapid catch up sessions are available if

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needed in Year 2 and beyond. Daily keep up sessions and catch up interventions are provided for children who need extra support. Our programme may also be adapted to meet the needs of pupils with SEND.

Year 2 children continue to develop their phonics knowledge with more emphasis placed on spelling through the **Little Wandle spelling scheme**. Once the children have exited phase 5 in Year 2 they move onto developing their fluency, speed and stamina for reading. We do this using the same 3 read phases as in the phase 2- 5 programme developing decoding, understanding and context followed by prosody and finally comprehension skills.

Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriately structured work for children with special educational needs, often through intervention groups. In addition to this, pupils may need their phonics learning to be of a slower pace for which we follow the **Little Wandle SEND** planning and advice.

The Early Years Foundation Stage

We encourage the development of reading skills in the Early Years as this is part of the current Early Years Foundation Stage guidance. We relate the reading development of the children to the objectives set out in the Development Matters and Early Learning Goals.

The children's learning includes developing letter and sound recognition, wordbuilding and word recognition as part of their phonics learning. Spelling development is also part of the Little Wandle Letters and Sounds revised programme supported with a range of visual resources.

Phonics Planning

Whole class teaching of phonics is planned in accordance with the Little Wandle planning format. This format includes the revisit/review- teach- apply- assessment sections recommended by Little Wandle Letters and Sounds programme.

Partnership with Parents/Carers

Co-operation and support from parents/carers is paramount if a child is to become a successful and competent reader. At Turton and Edgworth Primary we are fully committed to strong partnership working between home and school. It is our policy to send phonetically decodable reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading diaries. We are also committed to offering parents/carers and family members' opportunities to engage in workshops to enable them to gain a better understanding of what and how we teach at Turton and Edgworth Primary. These workshops are offered when their child is in Reception class. We strongly believe that this effectively supports

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parents/carers and family members to build upon work done in school, thus further enhancing opportunities for our children to progress, achieve and attain.

Impact

Effective delivery of the phonics curriculum means all children who leave KS1 will be able to access reading books and develop a love for reading. They will be able to access a range of texts, both fiction and non-fiction and be able to engage and read with different texts types throughout their other lessons and topics.

The Year 1 National Phonics Screening Check

The Year 1 phonics screening check is a compulsory short assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

It is administered during the summer term by your child's class teacher. The check involves pupils reading 40 words- 20 real words and 20 pseudo words. Your child's class teacher will send further details about the phonics screening check during the Summer Term.

