

Willow Tree Academy



Herringthorpe Junior School

Phonics Statement of Intent, Implementation & Impact

Intent

Phonics

At Herringthorpe 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 Letters and Sounds Revised is used for those who have reached KS2 and have barriers which have prevented early reading from being fully achieved. This ensures children build on their growing knowledge of the alphabetic code, mastering phonics for reading and spelling as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. We have a strong focus on language development for our children because we know that speaking, listening and oracy are crucial skills for reading and writing in all subjects.

We aim to ensure that all children become lifelong readers and are not hindered by gaps in their phonics knowledge. With a recognition that school closures have impacted on pupil's access to quality first teaching of a rigorous phonics programme, we aim to deliver a catch up programme which places the teaching of segmenting and blending at its core. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, and developing segmenting and blending skills.

Implementation

Children in Year 3 who have not reached a sufficiently proficient level in GPC (Grapheme-Phoneme Correspondence) awareness and application are given access to regular phonics revision sessions across the Autumn term. Children who by the end of the Autumn term have still not reached a sufficiently skilled level of phonetic awareness will have intervention programmes arranged to provide for this need. Children in Key Stage 2 who have not attained a sufficient skill level in GPC awareness and application



will have a phonics intervention. Some children may need daily 1:1 catch up sessions to support their individual needs and this will be outlined in their graduated response.

Each Phonics/Spelling lesson should include the following sections:

Revise

Speed read previously taught spellings

Revise previously taught spelling rules and apply in spelling these words orally or written

Teach

Introduce a new spelling rule

Practise

Practise reading or spelling new words

Identify exceptions to the rule where this is necessary

Apply

Use the new rule to read and spell words or write dictated sentences using this and previous spelling rules.

Assess

Monitor progress within each part of the session to inform planning.

Children in all KS2 classes are exposed to all sounds from Phase 2 to Phase 5. Speed reading activities take place to further improve children's fluency of segmenting and blending. Spelling words are taught weekly and within Guided Reading sessions where appropriate.

Impact

By the end of Year 3, due to the systematic and rigorous phonics catch up programme, the vast majority of children will be confident in their ability to read familiar and unfamiliar texts and show the resilience to have a go. All children will have a secure phonic knowledge that will enable them to develop their reading and spelling as they progress through KS2. Children will be equipped with the tools they need to help them spell and read a variety of simple and tricky words.

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. This is through rigorous assessments for learning which is used daily within lessons, but also through summative assessments used half-termly. The Little Wandle Letters and Sounds Revised placement assessment is used with any child new to the school to quickly identify gaps in their phonics knowledge and to plan appropriate extra teaching.

We firmly believe that reading is the key to all learning and so the impact of our phonics and reading curriculum goes beyond the results of the statutory assessments and can be seen in success across the curriculum as children progress through school.

This document is supported by:

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