

Phonics Guidance

PHONICS GUIDANCE

This guidance should be read alongside the English policy, and reading and EYFS guidance

What is phonics?

Phonics is a strategy for teaching children to read and write. It helps children to hear, identify and use different sounds to distinguish one word from another. English is an alphabetic language and therefore requires children to understand the alphabetic principle: to recognise that visual symbols represent sounds. Children learn which letters and combination of letters (graphemes) relate to which sounds (phonemes) in order to decode (use grapheme-phoneme correspondence to read) and encode (use grapheme-phoneme correspondence to write) words in a systematic programme of teaching.

Intent

At the Stour Academy Trust, we believe that all our children can become fluent readers and writers. This is why we teach phonics through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and 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 the Stour Academy Trust, 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.

Through following the Little Wandle Letters and Sounds Phonics programme children should:

- Learn phoneme-grapheme correspondences for the 44 phonemes in English
- Learn to segment words into individual phonemes, both visually and aurally
- Learn to blend phonemes into words, both visually and aurally
- Apply their growing phonic skills to writing
- Apply their growing phonic skills to reading
- Learn the letters of the alphabet
- Learn to read some common exception words by sight

Implementation

Organisation

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Through following the Little Wandle Letters and Sounds Phonics programme teachers will:

- Assess phonic and common exception word skills at the end of every term
- Analyse assessments to determine areas of strength and weakness
- Implement keep up sessions for children that are falling behind
- Group children based on results of assessments (this may be based on knowledge of graphemes-phoneme correspondence, or other aspects of phonology, such as phoneme awareness and blending)
- Teach children in groups of approximately 12 with skilled adults
- Be clear on what they are asking children to attend to: do they need to look at a letter or hear a sound

Delivery

Through following the Little Wandle Letters and Sounds Phonics programme teachers will:

- Ensure their knowledge of grapheme-phoneme vocabulary and correspondence is secure
- Use technical vocabulary of grapheme, phoneme, blending and segmenting
- Use pure sounds when articulating phonemes
- Use Little Wandle Letters and Sounds Phonics programme for the sequence of grapheme-phoneme correspondence delivery, mediated by assessments
- Use manipulatives to instruct blending explicitly, such as magnetic letters and post-its
- Use manipulatives to model explicitly segmenting skills
- Allow children to apply skills taught through reading and writing
- Generate word patterns when modelling with manipulatives to enable children to develop fluency
- Ensure during sessions that there is independent application to reading and writing

Impact

Assessment

Through following the Little Wandle Letters and Sounds Phonics programme teachers will:

- Assess children daily within class to identify children needing Keep-up support
- Assess children weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings
- Administer a summative assessment 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

Statutory assessment

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- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.
- Assess children termly using either the Phonics Play Assessments or Phonics Screening Check Materials
- Use assessments to inform content of phonics lessons
- Use assessments to identify specific children that need further support
- Assess children that need a more in-depth analysis of blending difficulties using *Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties* by Hatcher, Duff and Hulme (2014)
- Assess children more frequently than once termly if needed

Useful Resources:

DfE. (2007) *Letters and Sounds*. Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

DfE. (2019) *Phonics Screening Check Materials*. Available at:

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#phonics-screening-check-resources>

DfES (2004) *Playing with Sounds*. Available at:

<http://www.rainbow-nursery.info/wp-content/uploads/2016/09/playintro.pdf>

Hatcher, P., Duff, F., & Hulme, C. (2014). *Sound Linkage An Integrated Programme for Overcoming Reading Difficulties* (3rd ed.). Hoboken: Wiley.

Phonics Play Ltd. (2018) *Phonics Play Assessment*. Available at:

<https://www.phonicsplay.co.uk/Assessment.htm>

Sounds-Write. (2019) *SoundsWrite*. Available at:

<https://www.sounds-write.co.uk/>