

**Little Sutton Church of England Primary School**  
**Phonics Statement**

**Intent**

At Little Sutton Church of England Primary School, we strive to teach children to read effectively and quickly. We use the 'Jolly Phonics Programme' which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Our structure of teaching letter sounds is derived from the 'Jolly Phonics Programme' which outlines seven phonics groups, each with new phonemes to be learnt and increasing with difficulty as the children progress from groups one to seven.

We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances. Using the 'Jolly Phonics Programme' we teach children to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

**Implementation**

At Little Sutton Church of England School, we believe that reading and writing is an essential life skill and are dedicated to enabling our children to become enthused, engaged and successful lifelong readers and writers. To support this, we implement the following:

- Daily Phonics sessions, whereby the children learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing.
- Whole-class reading sessions whereby the children are exposed to high-quality texts that they can demonstrate their understanding and thinking behind these, which in turn, inspires the children's own writing ability.
- All classes are equipped with a wide range of reading books to meet the needs of all children in the classroom which also engage and challenge keen readers.
- All children from EYFS to Year 6 are issued a reading book that is appropriate for their reading ability and is changed at regular intervals. Children who are not yet 'free readers' will work through our school reading schemes – 'Jolly Phonics Readers' for those still working on the phonics phases and 'Accelerated Readers' for those who have exited the scheme. These books match the children's current reading age. We expect families at home to read these books with their child daily and make comments in their child's reading record.
- In addition to this, it is our policy that all children are required to read their book

at least three times a week.

- Children in every year group are read to by their teacher every day. This could be a book that the teacher recommends to the class or a recommendation from a child.

### **Impact**

By the time our pupils leave Little Sutton Church of England Primary School, they are competent readers who can recommend books to their peers, enjoy reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

### **Phonics in the Early Years**

In Reception, all 42 letter sounds are taught. We begin to teach individual phonemes from 'Jolly phonics', starting with Group 1 phonemes (s, a, t, i, p, n). We then progress to group 2, (c, k, e, h, r, m, d), group 3, (g, o, u, l, f, b), group 4, (ai, j, oa, ie, ee, or), group 5, (z, w, ng, v, oo, oo), group 6, (y, x, ch, sh, th, th) and group 7 (qu, ou, oi, ue, er, ar). During daily Phonics sessions we can teach children to discriminate between different phonemes as well as teaching them to segment and blend sounds in words to read them. Alternative spellings for vowels are introduced.

Children in reception move through groups one to seven of the 'Jolly Phonics Programme' as a whole class. Further challenge and support for pupils is provided where necessary through the use of teaching assistants, additional phonics sessions and interventions.

### **Phonics in Key Stage One**

In Key Stage One, we introduce the children to 'Jolly Phonics Grammar' where children look at alternative spellings of vowels; nouns, pronouns, verbs, adjectives and adverbs; vowel digraphs; plural endings; short vowels and consonant doubling; consonant blends; basic sentence structure and alphabetic order. By this stage, children should be able to read hundreds of words using one of three strategies: reading them automatically; decoding them quickly and silently; and decoding them aloud. Children should also be spelling most words accurately.

Children in Key Stage One are taught in class groups. Teachers and teaching assistants regularly assess the children in these groups and converse daily so that all planning meets the needs of the children in that group. This ensures that all children are confident before moving onto a new phonics group. In addition to this, all children in year one will be assessed using the 'Jolly Phonics Programme' at the end of every term to ensure their reading books offer enough challenge and room to improve. Children in year two will be assessed using the 'Accelerated Reader' computerised system. This, tied with our daily observations, enables confidence when issuing new reading books for the children to enjoy at home. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words', so they experience early reading success and gain confidence that they are readers, as well as consolidating the learning that takes place in school. Provision is made for children who require extra support through intervention programmes and differentiated class teaching and extended Phonic sessions. 'Jolly Phonics' home packs are also provided to support.

## **Phonics in Key Stage Two**

Although formal phonics teaching is usually complete by the end of Year 2, children continue to use their knowledge as they move up the school. When children move from Key Stage One to Key Stage Two, the focus shifts from daily discrete phonics sessions to daily English lessons, in which the teaching of Spelling, Punctuation and Grammar (SPaG) is encompassed. Use of the 'Literacy Company – Pathways to Spell' scheme is made. This scheme builds on the children's existing knowledge and links with the children's reading and writing lessons.

## **Equal Opportunities and Inclusion**

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided and demonstrated by children who require further challenge. All pupils are entitled to access the **Phonics** curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different group of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Through the use of '**What Do I Know Now?**' and '**What I would like To Know?**', teaching takes account of children's own interests to ensure topic relevance to all individual learners.

## **Assessment**

Assessment for learning underpins the teaching of Phonics at Little Sutton Church of England School. Children's work is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes. Termly Pupil Progress Meetings are used to track the progress of each child in reading and writing across the year. Pupil Trackers are updated regularly electronically using 'INSIGHT'. Attainment can also be measured using the Key Stage One and Key Stage Two national assessments, along with the information provided by the Phonics Screening check in Year One.

## **The Curriculum Leader for Phonics is:**

*Miss Diana Boycott*