



Phonics Policy and Procedures

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
January 2023	January 2025			

Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Governor Statement

The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies.

Key areas of responsibility for the Regional Governing Body are:

Standards, Finance and Audit, Human Resources, Infrastructure and Procurement

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.



Phonics is a way of teaching children to read quickly and skilfully. They are taught how to recognise the sounds that each individual letter makes; identify the sounds that different combinations of letters make such as /sh/ or /ee/ and blend these sounds together from left to right to make a word. The children are taught phonics through the use of the Little Wandle Phonics scheme, a Synthetic Phonics Programme endorsed by the government.

Intent

At Mundella Primary School, we believe that all our children can become fluent readers and writers. To support our children with phonics, we have adopted the *Little Wandle Letters and Sounds Revised* scheme, which is a systematic and synthetic phonics programme. We start teaching phonics in EYFS 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, our children are able to tackle unfamiliar words as they read. At Mundella Primary School, 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. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At Mundella Primary School, we value reading as a crucial life skill. By the time children leave us, we endeavour that they will be able to read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics daily in both Reception and Year 1 classes.
- In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson (30 minutes) as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in the first full week of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily 'Keep-Up' lessons ensure every child learns to read

- Any child who needs additional practice has daily 'Keep-Up' support, taught by a fully trained adult. 'Keep-Up' lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- Children in Year 2 or 3 who are not fully fluent at reading or have not passed the Phonics screening check will receive additional phonics support during Guided Learning sessions

across the week. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the 'Keep-Up' resources – at pace.

- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week during Guided Learning sessions.

Teaching reading.

- In KS1, we teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of children
 - use books matched to the children's secure phonic knowledge.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.
- Reading is taught in Year 2, and beyond, through the use of class texts which are linked to class topics and form a basis for teaching other areas of the curriculum. The books are selected to support the children's vocabulary development, specific words are taught each term and these are mapped out in the curriculum document for reading.

Home reading

In EYFS and Year 1 children take home decodable books matched to their developing phonemic knowledge. Children in Year 2 and beyond who are proficient decoders, move on to Accelerated Reader. Children who are still developing their phonetic knowledge continue with decodable books matched to their developing phonemic knowledge. Phonics books are supplemented with additional reading for pleasure books that the children take home for their parents to read with and to them. We also send home additional weekly support letters with the week's phonics information to enable parents to support us at home. Additional resources can be found on the Little Wandle website. <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Additional reading support for vulnerable children

- Children in Reception, Year 1 and Year 2 who are receiving additional phonics 'Keep-Up' sessions read their reading book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Mundella Primary School and our local community as well as books that open windows into other worlds and cultures. Each class has a set class text for each term which the children share with their teacher on a daily basis. Children are taught vocabulary linked to the text and use the reading gem questioning approach to support comprehension.
- In Key Stage 1, we have inviting book corners that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In EYFS, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from EYFS onwards have a home reading record. The parent/carer records comments to share with the adults in school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Children across the school have regular opportunities to engage with a wide range of reading for pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing 'Keep-Up' support
 - weekly in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - 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.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The Little Wandle Letters and Sounds Revised placement assessment is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and to support planning to provide appropriate extra teaching.

Statutory assessment

Children in Year 1 undertake 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
- the *Little Wandle Letters and Sounds* assessments

Inclusion

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives
- Responding to the variety of learning styles
- Overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Monitoring and Review of this Policy

Date introduced.....

Date adopted by governors

Signed (Phonics Subject Leader)

Signed (Head Teacher)

Signed (English Governor)

The policy implementation is the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Phonics Subject Leader, on behalf of the Head Teacher and Governors.