



Intent

At Thornhill Lees we aim:

To **support** every child in developing a **secure** knowledge of the alphabetic code.

To **secure** every child's skill of blending to decode new unfamiliar words.

To **support** every child in the ability to read 'tricky' words on sight.

To **encourage** children to apply what they have learnt in phonics to spell *many* tricky words accurately and use their phonic knowledge to segment and spell *many* unfamiliar words.

To **ensure** our children meet age-related expectations.

Implementation

The synthetic phonics program taught consistently throughout school is **Little Wandle Letters and Sounds Revised**.

Phonics lessons are taught daily at a good pace.

Resources used to deliver the Phonics lessons are consistent throughout school.

The teaching of Phonics is direct to avoid cognitive overload.

Collins Big Cat Books is the fully decodable reading scheme that is used throughout school.

In Year 2 the children continue the Little Wandle Phonics Program and then move on to the Spelling Program.

Impact

The impact of our Phonics curriculum will allow our children to quickly master the skill of decoding words and reading words on sight.

Through the direct teaching of Phonics this will enable our children to grasp the alphabetic code at a quick pace.

By constantly revisiting previous learning this will allow our children to retain and master phonics at the expected level for their age.

By Year 2 the children will be able to apply their secure knowledge of the phonic code to spell longer words with accuracy.

Our priorities to improve Phonics are:

All planning from Reception to the end of Year 2 follows the Little Wandle Letters and Sounds Revised program.

Phonics lessons across year groups are consistent.

Phonics is taught daily.

All children access the same daily Phonics focus.

Learning is constantly revisited.

Children in danger of falling behind are quickly identified and supported.

In Phonics lessons you will see:

All children participating in the Phonics lesson.

Consistency in the use of the same resources in delivering the phonics program throughout school.

Talk partners, paired challenges and small group activities to embed learning taking place.

Adults constantly **monitor** each child's pronunciation of GPCs, blending and reading of words including tricky words to ensure they are doing so with accuracy and confidence.

Learning taking place!



All planning in Phonics follows the Little Wandle Letters and Sounds Revised Program.

Phonics displays and working walls in every classroom show the build-up of phonics throughout the year as well as what is being taught at the time and follows the Little Wandle approach.

All resources used to deliver Phonics are consistent throughout the school.

Phonics is modelled at every opportunity whether that is decoding words when reading or segmenting words when spelling in writing.

Children have access to their year group's 'Grow the Code' in Writing Areas and when completing a writing-based activity to support them with GPC recognition.

All children are assessed in Phonics on a regular basis whether through observation or formally to ensure a secure understanding of the alphabetic code and to address gaps that maybe coming to light.



Phonics Interventions at Thornhill

Lees

Daily Individual and Small Group Keep-Up sessions to address gaps in children's phonic learning from Little Wandle with target children.

In Year 2 the Rapid Catch-Up program is delivered immediately for those children not yet secure in Phase 5.

One to one or small group phonic activities for children on the SEN Register that caters for their specific needs.

What we do to assess our children:

We aim for **all** children to meet age-related expectations in Phonics by:

Assessing the children very 6 weeks using the Little Wandle criteria.

Observing the children during Phonics lessons, Keep-Up and Rapid Catch-Up sessions.

Aiming for **all** of our children to pass the Year 1 Phonics Screening.

Observing how the children apply their phonics knowledge in their reading and writing across the curriculum.