



Intent

At WPPS we are committed to using the systematic teaching of synthetic phonics as the **primary approach** in ensuring our children's ability to read and write, consequently giving them the potential to succeed in all areas of life. We teach Phonics with rigour and regularity in EYFS and KS1 and use it as the primary intervention strategy for reading and spelling in KS2.

Implementation

Woodlands Park Phonics sessions are multi-sensory, fast-paced, highly structured sessions lead by teachers with relevant training and expertise. Highly-trained teaching assistants support intervention where necessary. **KS1 children are grouped** according to the phase they are working within, however the priority is still on them reaching **the end of Phase 6 by the end of Year 2**. Children not reaching this expectation will be targeted for intervention in Year 3. The planning and resources used are consistent across the school:

- **Letters and Sounds** is the primary document that we use for planning, general guidance and resources. We follow the first five phases within the suggested timeline.
 - **No Nonsense Spelling** is the document we use for Phase 6 phonics planning and resources. No Nonsense Spelling also underpins spelling teaching in Key Stage Two.
 - **Weekly plans** are recorded on the **WPPS Phonics Planning document** and are submitted to planning files.
 - We use the language: **segment, blend, phoneme/sound, grapheme/letter(s) to write the sound, digraph, split digraph, trigraph and quad**. We share this language with the children who become comfortable using it.
 - In Phases 3 and 4 (EYFS), we use **Jolly Phonics** mnemonic actions to support the introduction of phonemes. We continue to use these in KS1 as children learn the different possible grapheme representations of each phoneme.
 - When we segment and blend words in both EYFS and KS1, we use the **"sound-tapping"** technique.
 - **Displays** are present in EYFS and KS1 classrooms, including the Jolly Phonics mnemonic actions and the corresponding graphemes which are **added as they are taught**.
 - **Grapheme mats** are used in EYFS, KS1 and lower KS2 classes to support spelling choices.
 - **Letter lines** are used in EYFS to teach, practise and revise letter names and the corresponding phonemes.
 - **Each Phonics session will follow the same pattern**, as outlined in the **WPPS Phonics Planning proforma**:
 - **Organisation** – clear plan for the class set-up and resources to be used;
 - **Revisit/ Review** – revision of phonemes/ graphemes already encountered and tricky words;
 - **Teach** – focus on planned phoneme/ grapheme;
 - **Practise** – Segment and blend between 12 and 16 words per session;
 - **Apply** – Read and write sentences containing focus phoneme/ grapheme/ tricky words;
 - **Assessment** – we "remark on the remarkable"; children making exceptional progress or a lack of progress.
 - ICT may be used to support these sessions, including Phonics Play for which we have a whole school subscription.
- Annual Phonics/ Reading parent meetings** are organised in order to inform and discuss how best to support children at home. Weekly home learning contains a Phonics / Spellings element based on what the children have been learning that week and has group-specific tasks.

The Phonics lead teacher is an SLE for Phonics and has attended recent training from a local hub of excellence.

Summative assessments take place at key transition points so that children receive the ongoing support they need.

Impact

Children are enthusiastic about attending Phonics sessions and the progress they see in their reading and writing when they apply their new skills.

WPPS Phonics Screen data for 2018 and 2019 has been roughly in line with the national average, though this has been lower for us than in previous years. The profile of recent cohorts and staff mobility has had some influence on this but measures such as Phonics training both in and out of school and monitoring through learning walks, with SLT and governors, have developed teaching and learning standards for all teachers and reduced the inconsistency of teaching within and across teams. Phonics continues to be a focus for School Improvement and is a high priority for SLT and teaching staff.