

Phonics at St. Leonard's Primary School

STATEMENT

At St. Leonard's Primary School, we aim to develop the full potential of all our pupils as confident, literate readers and writers. If children are to develop as competent readers and writers, it is vitally important that they have a secure understanding of the letter sounds and spelling system of the English language. Phonic skills need to be developed in a systematic way, based on a stage approach.

THE PRINCIPLES OF THE LETTERS AND SOUNDS PROGRAMME

At our school, we follow Letters and Sounds from Foundation Stage, through KS1 and into KS2 if appropriate. The programme focuses on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately and language comprehension.

The programme is carefully structured into developmental phases. The sessions are delivered to ensure participation and engagement resulting in high-quality phonic work on a daily basis to help practitioners and teachers ensure that by the end of Key Stage 1 children develop fluent word reading skills and good foundations in spelling.

PROGRESSION AND DELIVERY

The pace at which it is suggested the children progress through the programme should be taken as a guide rather than applied rigidly. Using reliable assessments of children's developing knowledge and skills, practitioners and teachers will need to judge the rate at which their children are able to progress through the programme and adapt the pace accordingly. Children are grouped according to the stage they are currently working at.

TRACKING AND ASSESSMENT

All pupils are assessed at appropriate intervals (half termly) as they progress. During daily sessions of phonics there are also opportunities for practitioners to regularly assess children's understanding. Outside the discrete daily phonics sessions there are opportunities to observe the application of phonic skills, e.g. during guided/ shared reading.

Regular monitoring of the assessment outcomes allows teachers and practitioners to ensure that all children are making expected progress, including children in the most vulnerable groups. This information is also used to identify children who are not making expected progress and therefore early intervention can be put in place.

YEAR 1 SCREENING CHECK

Every Year 1 child in the Summer term will take a Phonics Screening Check this is phonics based check where children will be expected to read 40 simple, de-codable words including nonsense words. This is a progress check to identify those children not at expected level in their reading. The results will be reported to parents as well as on 'ASP'. Children will be rechecked in Year 2 if they do not reach the expected level.

PHONICS IN KS2

If children in Key Stage 2 experience difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching additional resources can be used to support them.