



Phonics

Intent	At Windhill Primary School, we are passionate about ensuring that all children become enthusiastic and confident readers and writers. We believe that reading in particular is at the heart of everything and therefore a vital skill that the children must master from a young age. Therefore, the teaching of phonics at our school is of high priority. We use the Essential Letters and Sounds (ELS) phonics programme from Nursery to build those vital foundations children need for reading and writing.			
Underpinned by	High expectations	Modelling	Whole Class Teaching	Systematic approach
	All children are expected to make progress from their starting point.	Reading and writing are both modelled by staff on a daily basis to reinforce vital skills such as blending and segmenting.	Phonics is taught by the class teacher everyday through high-quality first-class teaching. Each child is taught the new GPC each day and a review lesson on a Friday.	Children currently follow Essential Letters and Sound programme, and all year groups have a clear pathway for the teaching sequence of the sounds.

Implementation	Essential Letters & Sounds (ELS) At Windhill Primary School children currently follow the phonics programme Essential Letters & Sounds in Nursery, Reception and Year 1. Children in Nursery work on building listening and speaking skills, and are introduced to the Phase 2 sounds in the spring term.	Decodable Texts Children are closely matched with a decodable text based upon on their own knowledge and ability. We encourage the children to read their book at least three times to build up fluency.	Ongoing Assessments Children's progress in phonics is during week 5 of every half term. Children are assessed using the phonics tracker and year 1 children also assessed with practice screening tests. This allows class teachers to identify any gaps in knowledge.
	Closely matched interventions Those children who need extra support receive it through ELS intervention. Through these staff can address any gaps in knowledge which are identified through assessments. Children who don't pass the phonics screening in Y1 also access intervention with the aim to pass in Y2.	Reading/Writing Children have the opportunity to practice segmenting and blending words when reading and writing in each phonics lesson. This is modelled by the teacher and children apply these skills during the lesson and during their own apply activity.	Parental Engagement Phonics workshops take place throughout the year for parents in Reception and Y1. Parents are given the knowledge on how to support their child at home and are provided with a home pack to support them. Weekly dojo videos are sent each week to show children which new GPC their child has learnt during the week.

	<p>Cross Curricular Children are encouraged to use their phonics knowledge when reading and writing across all areas of the curriculum. Sound mats and Harder to Read and Spell mats are provided in all classrooms to support children with their writing.</p>	<p>Staff Training All staff have received training on our current phonics programme. Staff who teach phonics daily are provided with regular training each year.</p>	
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Impact	<p>Essential Letters and Sounds All staff are following the same phonics programme and pathways which results in the consistency of teaching across the school.</p>	<p>Decodable Texts Having a book which is closely matched to their ability allows the children to build their confidence with reading. They are also able to build fluency skills as they are encouraged to read the book more than once.</p>	<p>Ongoing Assessments Through assessments, teachers can identify gaps in learning and address these through phonics lessons or interventions. It also enables class teachers to identify children who need to be in intervention groups, and shows progress of children over the year.</p>
	<p>Closely matched interventions Through interventions, children receive the support they need to make progress in phonics. The interventions are 1:1 with children and focus on the needs of each child.</p>	<p>Reading/ Writing Children will remember what the new GPC is what they have learnt, they can remember it when reading and are able to use it in their writing.</p>	<p>Parental Engagement Parents have a basic knowledge on the teaching of phonics and a good understanding of how they can support their children at home. This will enable the children to receive the correct support when reading their decodable text and completing any phonics homework.</p>
	<p>Cross Curricular Children are able to use what they have learnt in phonics in all areas of the curriculum when reading and writing. Children will know that these skills should be transferred and not only used during phonics lessons.</p>	<p>Staff Training Staff are confident with the current phonics programme and teaching sequence. All staff have a good understanding of phonics and how to support children in their class.</p>	