



# Phonics Policy

## September 2023

<b>Approved by the Governing Body:</b>	<b>02/10/23</b>
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<b>Signed Chair of Governors:</b>	<i>A. E. C. C. C.</i>



## **Introduction**

At Walton Peak Flying High Academy, we ensure that all children successfully develop the necessary skills to develop reading with pleasure and to write independently. The National Curriculum (2014) emphasises the importance of the role phonics plays in this process. We ensure a rigorous approach to the teaching of phonics and early reading is implemented to enable every child to become a successful reader.

## **No Nonsense Phonics Skills**

At Walton Peak Flying High Academy, we are proud to teach the validated phonics programme No Nonsense Phonics Skills. The programme provides a comprehensive step-by-step method for teaching reading, handwriting and spelling. Pupils are guided through a series of carefully designed routines to master the complex English Alphabetic Code.

No Nonsense Phonics Skills:

- Provides systematic and rigorous phonics teaching and pupil practice from code to word to text level with a content-rich vocabulary
- Teaches handwriting of upper case and lower case letters and letter groups linked to the Alphabet and the English Alphabetic Code
- Applies and extends phonics to reading and writing cumulative text, developing comprehension and evoking imagination
- Builds up knowledge and understanding of 'spelling word banks' from the outset
- Involves and engages the learner fully and routinely in formative assessment
- Is designed to work in full partnership with all stakeholders including parents and carers

High-quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text. Children need to acquire and secure automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension. Once children can read, they are in charge of their own learning.

## **Links to Research**

The No Nonsense Phonics Skills programme provides a content-rich body of work and highly practical guidance based on international summaries of research on reading. These include the instructional features described as the Five Pillars of Literacy:

- 1) phonemic awareness (awareness of the smallest sounds in speech)
- 2) phonics (teach the alphabetic code and phonics skills explicitly and systematically)



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- 3) vocabulary enrichment (teach new words explicitly)
- 4) fluency (requires ample repetition and repeat reading)
- 5) language comprehension (of spoken language and reading comprehension of how to interpret literature)

### **Structure of the Programme:**

No Nonsense Phonics Skills is taught in a 2-day cycle beginning with 'multi-skills' where the new code are introduced and practised, both orally and written, in a variety of contexts. The second session focusses upon the same code this time within a 'mini story' which encompasses a range of codes the children have already been taught.

### **Classroom environment**

In each EYFS and Key Stage One classroom, newly taught sounds will be clearly evident in classroom provision. Classrooms will have the following permanent features:

- Wall Display
- Giant Alphabetic Code Chart
- Frieze Cards
- Say the Sounds Posters
- Word Posters
- Table top Support
- Mini Alphabetic Code Chart
- Mini Alphabet Poster

### **Assessment:**

Assessments take place routinely. Teachers will also feedback promptly in lessons. Targeted interventions take place daily will support any children who have gaps in their phonic knowledge in a small group or as a 1:1 to ensure they keep up with their peers. This is to ensure every child becomes a successful reader and writer.

### **Decodable Reading books**

Decodable books offer children an opportunity to practice the phonic knowledge and skills they have learned within a controlled text. Just like when children are taught maths, they need to practise what they have been taught in order to internalise the new learning and to develop automaticity. Decodable books are books that contain only the phonetic code that each individual child has already learned and has



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retained into their long-term memory. These are carefully matched to the children based on the codes that that individual knows.

### **Key Stage 2**

Where children are identified as needing to continue on the programme due to exceptional circumstances e.g. SEND or late admittance to school, sessions will continue in targeted groups or individually to ensure that every child develops the necessary skills to read with fluency and automaticity.

### **Cross Curricular Opportunities**

Throughout the school, children will be given opportunities to practice and apply their decoding and encoding skills in a variety of contexts and for different purposes. The skills of reading and writing are embedded throughout the curriculum as children are given high quality opportunities and experiences to engage in reading and writing tasks.



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