



# **Early Reading and Phonics Policy**

**Signed:**

**Chair: R. Dutton**

**Head: H. Swindells**

**Date: 28<sup>th</sup> June 2023**

**Review date: 2026**



## **Intent**

### **What do we want to do and why?**

As a school, we want all children in EYFS and KS1 to have access to a government approved Systematic Synthetic Phonics program and that the children in KS2 have access as needed. At Chesterton Primary School we use the Jolly Phonics scheme. Phonics has a direct impact on children's early reading and writing ability and it vitally important that the children are given the tools to succeed as soon as is appropriate for them.

Children read phonically decodable books at the appropriate level using the Jolly Phonics Decodable readers. These books build upon and consolidate the phonics teaching within class. Children will read regularly with an adult in school. Children are also expected to read at home with their families at least 4 times a week as this a vital component of becoming confident, fluent readers.

In the June of Year 1, all children are expected to take a Government Standardised Test called the Phonics Screen. It is our intention that all children are prepared for this test by accessing all the Jolly Phonics scheme work by the June of Year 1. Any children who do not pass The Phonics Screen in Year 1 are expected to re-take this test in the June of Year 2.

## **Implementation**

### **What will be seen in each class/ year group?**

#### **Pre-Nursery**

Pre-phonics: listening, environmental sounds, body percussion, instrumental sounds and rhythm and rhyme.

#### **Nursery**

Autumn term - Pre-phonics: listening, environmental sounds, body percussion

Spring term - Single letter sounds in book 1, learning the Jolly Phonics songs, actions and stories (one letter per week)

Summer term - Whole class letter formation (one letter per week)

#### **Reception**

In Reception class the phonics lessons are taught as a whole class at first and then the children are grouped as and when the need arises. In Reception the intention is to access Jolly Phonics Pupil Books 1-3 across the year at roughly the rate of one book per term.

#### **Key Stage One**

In Year 1 and 2 the children recap phonics from Pupil Books 1-3 and also access the Jolly Grammar Books for their year group (Year 1 is Jolly Grammar Book 1 and Year 2 is Jolly Grammar Book 2). The Jolly Grammar books also have recap of Jolly Phonics built into their



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scheme. Children across Year 1 and 2 are assessed using the Jolly Phonics assessments and grouped so that their gaps in knowledge may be addressed and strengths catered to.

### **Key Stage Two**

If children require further phonics input in Key stage Two, this may take the form of individual or small group interventions. These interventions will continue to follow the Jolly Phonics scheme. Some children in Year 3 might be able to join the Key stage One groups if necessary.

### **Impact**

#### **How will we know if we and the children are successful?**

Reception, Year 1 and Year 2 children are assessed regularly using Jolly Phonics assessment materials. This allows for misconceptions to be addressed, gaps to be filled and groups to be reorganised if necessary.

Staff also use professional judgement to assess each phonics session and adjust their teaching accordingly. They can also put in further support for those who need it or accelerate those children who are ready.

Staff use end of year data to assess impact of phonics teaching and adjust their own approaches. Regular meetings are held amongst staff who teach phonics as well as impromptu discussions about what has or has not worked for the teaching groups.

The phonics team look at children's work and talk to children about their phonics learning. They also look at reading book bands as phonics has a direct impact on reading fluency.