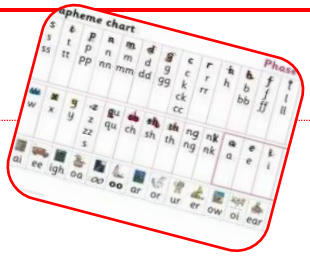
Our Phonics Pledge
St Margaret's CE VA Primary School

We will:

- Use a systematic, synthetic approach to teaching phonics.
- Teach a daily phonics lesson following the Little Wandle phonics programme.
- Hear children read a book which matches their phonic ability 3 times a week.
- Assess children on their knowledge and application of sounds at regular intervals throughout the year, including a baseline assessment in Reception and Class 1.
- Begin Phase 2 phonics with all Reception children when they begin full-time school.
- Teach phonics as a whole class to ensure that high expectations are consistent and that no children get left behind.
- Offer catch-up sessions to children who are struggling with phonics in targeted groups, taught by the most skilled staff.
- Use resources e.g. letter cards and friezes that are consistent across EYFS and KS1.
- Ensure that reading books going home match the sounds children are learning and are phonically decodable.
- Allow children to take home reading for pleasure books following the school's book bands.
- Invite all parents to workshops that help them understand and support phonics teaching at home.
- Ensure that all children in Year 3 who did not pass the phonics screening check still receive phonics intervention led by the highest skilled staff members
- Ensure that ongoing CPD, coaching and support is a priority and is consistent
- Ensure that the monitoring of the delivery of phonics is robust and that any areas for improvement are identified and rectified immediately.

Phonics Progression:



Reception

- Autumn Term – Phase 2
- Spring Term – Phase 3
- Summer Term – Application of Phase 3, consolidation and phase 4.

Year 1

- Autumn Term 1 – Phase 3 & 4 consolidation. Begin phase 5 as appropriate.
- Autumn Term 2 – Phase 5 part 1
- Spring Term 1 – Phase 5 part 2
- Spring Term 2 – Consolidate phase 5 parts 1&2
- Summer Term – Consolidate phase 5 parts 1&2 and Phase 5 part 3
- Summer Term – Phonics Screening Check

Year 2

- Focus on Phase 6 and spelling programme