



مدرسة جيمس متروبول الواحة  
**GEMS Metropole School**  
AL WAHA

# POLICY

## Phonics

Approved by:	Jeremy Hallum (Principal)
Last reviewed on:	April 2025
Next review due by:	April 2028

### MISSION

Lead, nurture and succeed.

### VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing

**This policy is applied at MTW alongside our school's vision, mission and values. Alongside the principles of Effective Learning.**

### **Objective**

At GEMS Metropole School Al Waha we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives.

The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics through the use of Little Wandle phonics scheme. In order to read and understand texts children must learn to recognise and decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills need to be taught systematically.

### **What is Phonics?**

Phonics is a method of learning to read. Phonics works by breaking each word up into its individual sounds before blending those sounds back together to make the word. Children learn to 'decode' words by breaking it down into sounds rather than having to memorise thousands of words individually. Research has shown that phonics, when taught correctly, can be the most effective way of teaching children to learn to read. Learning phonics and learning to read is one of the most important stepping stones in early education as it gives your child the skills they need to read across the curriculum.

### **Aims:**

Our curriculum aims to support our children in being able to:

- Gain a progressively deeper understanding of the phonetic structure of the English language
- Apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately
- Create fluent readers, confident speakers and willing writers across the whole curriculum
- Develop a life-long love of reading

### **Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#)

### **Teaching and Learning**

At Metropole School Al Waha, in accordance with the current Government Validation Notice (2022) and review of Phonics provision, we are currently following the Little Wandle programme. In our commitment to excellence in Phonics, each class in FS2 and KS1 will teach phonics as a discrete lesson and will include Phonics as part of the teaching and learning throughout other curriculum lessons on a daily basis. Our lessons are planned systematically, in accordance with Little Wandle and teachers from FS2, Year 1 and Year

2 collaborate to ensure there is clear progression throughout each phase.

## **Assessment**

We have a rigorous assessment process which ensures progression across Foundation Stage and Key Stage One. The children are assessed both discretely at the end of every half term and formatively through Guided Reading, Writing and Phonics lessons. Each child is assessed and correctly allocated to differentiated groups across each year group. Our assessment supports teachers in allocating reading books, creating interventions and adapting planning to allow all children to make good progress.

At the end of Year 1, children participate in the Phonics Screening Check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. Those children who do not succeed in the Phonics Screening Check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to continue intervention and targeted support in the Junior School.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Students working above age related expectations
- Students with low prior achievement
- Students with SEND
- Students with English as an additional language (EAL)
- Students who are English Language Learners (ELL)

Further information can be found in our G&T policy, and in our SEN policy.

## **Roles and Responsibilities**

### ***Role of the Phonics Leader:***

- Have overall responsibility for Phonics across the school
- Ensure that regular assessment and formative assessment takes place in lessons to ensure children are working at the correct level
- Monitor and evaluate the impact of Phonics
- Provide guidance to teachers and share best practice
- Ensure interventions are readily available for students when necessary

### ***Role of Class Teachers:***

- Plan and deliver Phonics lessons to students through discrete, daily lessons.
- Measure the impact of Phonics through observation and questioning of students
- Assess progress of Phonics through regular assessments
- Encourage children to apply their Phonics skills across the curriculum
- To implement targeted practice in their own class for students requiring additional support



### **Role of Children:**

- Gain a progressively deeper understanding of the phonetic structure of the English language
- Apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately
- Become fluent readers, confident speakers and willing writers
- Develop a life-long love of reading
- Be motivated and engaged learners
- Practice their Phonics skills at home through daily reading

### **Monitoring arrangements**

Senior Leaders and the Local Authority Board monitor coverage of National Curriculum subjects through:

- Termly meetings
- A planned review cycle
- Planning scrutiny

Heads of department monitor the way their subject is taught throughout the school by:

- Completing learning walks
- Planning scrutinies
- Book scrutinies
- Lesson observations
- Delivering training

Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

### **Monitoring and review**

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.

