

### **What Is Phonics?**

Phonics is a method of teaching reading and writing where children are systematically taught the relationships between the sounds in our language and the letters used to represent those sounds.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two.

### **Aims**

We aim to;

- Deliver high quality phonic teaching which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To give children word work strategies that will enable them to become fluent readers and confident writers.
- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To ensure children use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To ensure children are taught strategies to identify and decode 'tricky words' within the English language.
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success

### **Expectations**

Phonics sessions will be taught every day without fail for all pupils in The Foundation Stage and Key Stage One.

- Follow the Letters and Sounds programme. Sessions will be at least 20 minutes; (However, sessions may be shorter than this in the Foundation Stage in the Autumn Term.)
- Be structured using the Revisit/Review - Teach - Practise - Apply approach.
- Be active and engaging and have a quick pace.
- Give every child the chance to segment and blend to read and write. Give the children opportunities to hear themselves saying new sounds.
- Teach one new thing each day.
- Teachers should; Use agreed actions for segmenting, blending (Jolly Phonics programme) and remembering sounds where necessary.
- Use the following terms where appropriate: phoneme, grapheme, diagraph, split diagraph, blending and segmenting.
- Display phonemes that have been taught in the classroom on the phonics working wall.
- Model segmenting and blending before asking the children to do the same.
- Plan phonics using day to day assessments. Planning and teaching should be flexible.
- Differentiate where necessary using different words or phrases, resources, adult support, etc.
- Give children frequent opportunities to apply phonic skills in writing.
- Ensure all children have regular access to fully decodable texts to apply their learning in phonics through reading.
- Be target led - All children need to be secure in Phase Five by the end of the Summer Term in Year One. What must happen for this to be the case? (Intervention, different approaches, revision of phonemes.)

### **Phonics Planning**

Whole class teaching of phonics is planned using the revisit/ review- teach- apply- assessment sections recommended by the Letters and Sounds document.

All Early Years and Key Stage One classes are differentiated for daily phonics sessions in class - each teacher plans for their own group and any teaching assistants who support phonics groups within the classroom setting, plans will be provided for them by the class teacher.

EYFS - To teach Letters and Sounds daily, gradually building up to 20 - 30 minutes from the pupil's start date. To differentiate the groups to ensure pupils are reaching

their full potential and support given is appropriate. All pupils to have completed phase 3 and 4 by the end of the year and be ready to start phase 5 in year one.

Year One.

Year One - To teach Letters and Sounds daily for up to 30 minutes. To differentiate the groups to ensure pupils are reaching their full potential. For all pupils to have completed phase 5 by the end of the year and be ready to start phase 6 in Year Two.

Year Two - To teach Letters and Sounds Phase 6. The underlying aim in year two is to ensure that all children have successfully completed phase six while revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words' that they have encountered before.

Year Three - Children in year three who have not reached a sufficiently proficient level in phonetic awareness and application should be given access to phonics provision during the Autumn term. Children who by the end of the Autumn term have still not reached a sufficiently skilled level of phonetic awareness will have intervention programmes arranged to provide for this need.

### **Differentiation**

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all pupils are provided with the key tools needed to become a fluent reader.

Careful thought will be given to the provision of appropriately structured work for pupils with SEND, often through intervention groups or those exceeding age related expectations through enrichment. The school has a variety of strategies to enable all pupils to have increased access to the curriculum through a broad -based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

### **Assessment**

In Reception and Key Stage One, all children will be informally assessed throughout sessions and future phonics work planned accordingly.

All children will be formally assessed at the end of each half term. This information is then tracked to monitor progress and swiftly address any concerns.

At the end of Year One it is statutory for all children to complete the Year One Phonics Screening Check. This takes place in June. Children who do not achieve the required standard in Year 2 will need to retake the check the following year to ensure they have made good progress.

### **Special Educational Needs**

Where a child is making limited progress in phonics, this is discussed with the parents, SENCo and Phonics Leader. Relevant actions are made to address the concerns and any intervention work undertaken is monitored.

**Involving Parents**

The teaching and learning of phonics can only truly succeed with the support, involvement and understanding of parents. We endeavour to support parents as their child learns to read and write by:

- Holding phonics information sessions for parents to explain specialist vocabulary and how the teaching of phonics works.
- Letting parents know what their child has been working on in class and what they can do at home.
- Giving parents resources and strategies for supporting phonics at home during parent workshops throughout the year.

**Monitoring and review**

This policy will be reviewed regularly.

Adopted: 23.6.2020

To be reviewed: June 2023

Signed: \_\_\_\_\_ (Chair of Governors)