

PHONICS POLICY

Vision

To provide a rich and varied learning community where all children reach their potential.

Rationale

At Grewelthorpe and Fountains Primary Schools Federation we believe that the teaching of phonics is vital in order for children to become competent readers and writers. High quality phonic 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 comprehend the meaning of the text.

What is phonics?

Phonics is recommended as the first strategy children should be taught to help them learn to read. Children acquire a knowledge of the alphabetic sounds and how these combine to make words. Phonics runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop the other vital reading skills and give them a real love of reading.

Aims

- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the federation..
- To enable children to start learning phonics skills and knowledge, with the expectation that they will become fluent readers, having secured word building and recognition skills.
- To give children strategies that will enable them to become fluent readers and confident writers, including blending phonemes in order to read words and segmenting words in order to spell them.
- To ensure that children are taught high frequency words that do not conform to regular phonic patterns.
- To ensure that children have opportunities to read words and texts that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.

These aims will be delivered by:

- Delivering quality daily phonics sessions that last around 20 minutes.
- Ensuring lessons are interactive and brisk paced so that children remain engaged and focused.
- Differentiating phonics sessions and work according to the needs of the children, so that all children are given sufficient challenge at an appropriate level.
- Providing opportunities for children to apply and reinforce their phonics knowledge across the curriculum.

The teaching of Phonics within the federation will follow the sequence set out in Letters and Sounds.

Foundation Stage and Key Stage One

All phonics in EYFS is taught following the Letters and Sounds document alongside a range of resources including the *Phonics play Programme*. We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; Introduction, Revisit and Review, Teach, Practise, Apply and Assess learning against criteria.

On entry to EYFS, children are assessed as to their phonic knowledge. High quality phonics sessions will be taught daily from the very beginning of the academic year, ensuring a wide variety of learning styles are used including; visual, auditory and kinaesthetic.

During the foundation stage children work towards achieving the objectives of the Early Learning Goals. The classroom is organised to enhance social skills and develop literacy, language and communication skills. By the end of reception children are expected to be at least secure in phase 3.

Beginner readers are taught:

- Grapheme – phoneme correspondences in clear stages (linking spellings and sounds).
- The important skill of blending (synthesising) phonemes.
- Segmenting words into their constituent phonemes to aid reading and spelling.

How a lesson looks

Each session follows a clear sequence:

Introduction - The teacher will explain to the children what they will be learning today and get them enthusiastic and motivated for the session.

Revisit and review - The children will play a quick fire game to practise something they have learned before and help build their confidence.

Teach - The children will be taught a new phoneme/grapheme or a new skill - this will be taught in a fun multisensory way and could involve: songs, actions, pictures, puppets, writing giant letters in the air.

Practise - The children play fast, fun games to practise the new thing they have just learnt.

Apply - The children will have a quick go at reading or writing sentences that involve the new thing they have just learned.

Phonics is taught in short, brisk paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words. Outside of the phonics session children are given ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading and writing. Each day the children are given time to practise forming the new grapheme in their phonics book.

Key Stage Two

- Any children who are not secure with their phonic knowledge when they reach Key Stage Two will need to recap phonics they may receive phonic intervention sessions so that they are able to catch up with their peers.
- Key Stage 2 children follow the North Yorkshire Spelling Programme alongside spelling schemes such as the Shakespeare and more spelling scheme used at Fountains.

Spelling rules are taught in class, the children complete a range of activities which allow them to explore, investigate and practise the spelling rule.

- It is expected that the children practise their spellings every night at home for around ten minutes.

Assessment

- All phonics assessments are carried out by the class teacher.
- At the end of each phase in Letters and Sounds pupils will be assessed on their progress.
- As a result of assessments, children are able to progress at their own pace and according to their own needs.
- Phonics assessments should be passed on during transition to a new class in order to ensure continuity of progress.
- In Year 1 children will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard, then additional support will be put in place in order for the child to make accelerated progress with their reading and writing.

Role of the subject leader

The Subject Leader for English is Karen Butler at Grewelthorpe and Katie Barker at Fountains, subject leaders have a leading role in the development of school policy and approach in English and aims to gain the requisite expertise through INSET and research.

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

-Monitoring and evaluating English:

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

Grewelthorpe & Fountains CE Primary Schools Federation

Policy:	Phonics Policy
Signed Chair of Governors:	
Date Signed:	
Governors Meeting Ratified:	12th June 2018
Review Date:	Summer 2019
Review schedule	Annually