

# BYRON COURT PRIMARY SCHOOL

## Phonics Policy

### 1.0 INTRODUCTION

- 1.1 At Byron Court Primary we believe being able to read is seminal in becoming an independent learner.
- 1.2 We recognise the importance of children having a love of books, from a range of genres.
- 1.3 Using phonics is one of the ways children learn to read.

### 2.0 AIMS

- 2.1 To enable children to start learning phonic knowledge and skills by the age of five, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One.
- 2.2 To ensure that children apply phonic knowledge as their first approach to reading, spelling, and writing even though all words do not conform to regular phonic patterns.
- 2.3 To ensure that the children are taught high frequency words that do not conform to regular phonic patterns.
- 2.4 To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- 2.5 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.
- 2.6 To help the children to apply the skill of blending phonemes in order to read words.
- 2.7 To help the children to segment words into their constituent phonemes in order to spell words.
- 2.8 To learn the blending and segmenting words are reversible processes.
- 2.9 To teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read.

### 3.0 THE ROLE OF THE PHONICS LEADER

- 3.1 To monitor and evaluate the teaching of phonics from Reception to Year 2.
- 3.2 Liaise with class teachers and the Assessment Leader on the progress of children's reading.
- 3.3 To promote an enthusiasm for reading by using Book Fairs, guest speakers, and a range of resources and materials.

# BYRON COURT PRIMARY SCHOOL

## Phonics Policy

- 3.4 Liaise with the Literacy and Language Faculty on changes to national initiatives and whole school policy changes.
- 3.5 To inform staff of CPD opportunities related to the teaching of phonics as well as taking a lead on in-house training.
- 3.6 To support staff on the teaching, monitoring and assessment on children's phonic learning.

### **4.0 THE ROLE OF THE ASSESSMENT LEADER**

- 4.1 Monitor the progress in children's reading by using end of term teacher assessments.
- 4.2 Liaise with the Phonics Leader to support the teaching, monitoring and assessment of phonic learning.
- 4.3 To identify children falling below targets and support class teachers on the analysis of data to inform planning and assessment.

### **5.0 THE ROLE OF THE CLASS TEACHER**

- 5.1 Be aware of, understand and employ the Aims of the school Phonics Policy.
- 5.2 Incorporate phonics teaching into literacy lessons.
- 5.3 Support children in using a range of phonic strategies to read new words.
- 5.4 Model and promote an enjoyment of reading.
- 5.5 Create learning environments where a love of reading is promoted.
- 5.6 Support individual children with their reading on a 1:1 basis at least once a week.
- 5.7 Monitor and assess children's progress in reading by using phased phonic assessments, set words and the Benchmarking system.
- 5.8 Promote and encourage a strong home-school relationship where phonic strategies to read can be practised at home.
- 5.9 To offer a good quality range of reading material and teaching resources, which meet the needs, diversity and interests of our pupils.

### **6.0 THE ROLE OF THE TEACHING ASSISTANT**

- 6.1 Support class teachers by reading with groups and 1:1 support.
- 6.2 Be aware of the variety of resources and strategies used to promote children's phonic learning.
- 6.3 Support the class teacher with practising phonic sounds and set words with children e.g flashcards, Jolly Phonics, mark making and sound games.

# BYRON COURT PRIMARY SCHOOL

## Phonics Policy

### 7.0 DELIVERY OF PHONICS

- 7.1 The teaching of phonics is to be based on a combination of Jolly Phonics and Letters and Sounds. Initial sounds are to be taught in a specific order based on the phased Medium Term Plans.
- 7.2 Sounds taught should be 'pure', i.e. 'b' not 'buh' as this is central to phonic teaching and children's ability to recognise sounds in words.
- 7.3 Blends are to be de-clustered, eg 'bl' is two specific sounds. Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- 7.4 In Reception and Key Stage One, children's phonic knowledge is assessed on a one to one basis using phased Phonic assessments in individual reading time.
- 7.5 Phonic work will be incorporated into daily Literacy lessons.
- 7.6 Although the Letters and Sounds document will be followed, teachers will use their professional judgement based on assessments and the phased Medium Term Plans as to the detailed delivery of phonics.
- 7.7 Reception and Key Stage One children are to be taught in streamed phonic ability groups, based on termly assessments.
- 7.8 Multi-sensory activities will be included in the teaching of phonics so that various teaching styles can be encompassed.
- 7.9 ICT opportunities are used where appropriate.
- 7.10 Teachers use a range of strategies to promote phonic development, including Jolly Phonics resources and Letters and Sounds e.g flashcards, Jolly Phonics, mark making and sound games.
- 7.11 A list of Reception, Year 1 and Year 2 High Frequency/Set words are sent home to learn.

### 8.0 MONITORING & EVALUATION

- 8.1 Phased phonic assessments, set words and the Benchmarking system will be used to assess knowledge of the 46 phonetic sounds, high frequency words and National Curriculum levels.
- 8.2 Individual feedback will be given during regular 1:1 teacher-child reading sessions.

# BYRON COURT PRIMARY SCHOOL

## **Phonics Policy**

8.3 Teacher's comments in the Reading Record books sent home will encourage children to learn and practise new sounds at home. This includes sounds to learn on stickers for Reception children.

8.4 The Assessment Leader and the Phonics Leader will analyse data from the phased phonics assessments to reflect on termly reading progress.

8.5 The Phonics Leader will monitor the delivery and assessment of phonics for Reception and Key Stage One.

### **9.0 REVIEW**

9.1 Date of policy – Summer 2014

9.2 Date of review – Summer 2017