

Temple Herdewyke Primary School and Nursery

Phonics Policy



This policy supports and works in conjunction with the reading and English policy.

Aims

We want pupils at Temple Herdewyke Primary School and Nursery:

- To benefit from a systematic approach to the teaching of phonics from entry to school at 3 years of age.
- To enjoy the discreet teaching of phonics utilising a synthetic approach to phonics
- To have a regular access to high quality phonic teaching which secures the crucial skills of word recognition that enables children to read fluently, freeing them to concentrate on the meaning of the text.
- To enjoy a multi-sensory approach to learning phonics ensuring that the visual, auditory and kinaesthetic learning styles of children are engaged
- To have secured automatic decoding skills allowing children to progress from 'learning to read' to 'reading to learn'
- To be working at the expected standard for reading for each year group.

Teaching and Learning

The Rose Report makes it clear that 'high quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

At Temple Herdewyke Primary School and Nursery we ensure the efficiency of our phonic teaching by ensuring that:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness. Phonics is also taught discretely from entry to school at 3 years old in Nursery
- We engage parents in the teaching of phonics by offering parent workshops enabling parents to provide appropriate support at home
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities that are fun and engaging for boys and girl

- It is time limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- It is systematic, that is to say, it follows a carefully planned programme that is delivered daily. It is synthetic as it teaches the children to blend sounds. Whilst 'Letters and Sounds' is the main scheme, supplementary schemes such as "Jolly Phonics" "LCP Phonics" and "Phonics Bug" are used and these agree with the guidance in 'Letters and Sounds'.
- It is taught daily, where appropriate, discretely and at a brisk pace (20 minute session only).
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum in activities such as shared and guided reading
- Children's attainment is carefully assessed to ensure progression
- Phonics is taught as an integral part of reading with children taught:
 - * Grapheme-phonemes in a clearly defined sequence
 - * To blend (synthesise) sounds (phonemes) in order all through a word
 - * To segment words into phonemes for spelling
 - * That blending and segmenting are reversible processes

Organisation of phonics at Temple Herdewyke Primary School and Nursery

Nursery

When children enter Nursery Class there is a wealth of continuous provision to support the development of children as readers. Children have the opportunity to enjoy books, rhymes, songs, play with letter shapes within a literacy rich environment. Focussed activities based on Phase 1 of the 'Letters and Sounds' program supports children in differentiating sounds.

Reception Class

Phase 2 of 'Letters and sounds' is fully implemented at this stage. Children enjoy a daily discrete phonics session, with the opportunity to consolidate their learning with their play in the continuous provision of the classroom as well as regular focussed activities. Children learn to use the action mnemonics from Jolly Phonics and the multi-sensory resources that we have to go with this scheme.

During phase 2 children continue to build on their phoneme knowledge. Blending and now segmenting CVC words and memorising tricky words.

Assessment systems are used to track individuals and the cohort to ensure that progress through the 'Letters and sounds' scheme is appropriately challenging. Children who have come into Reception Class from other settings will be assessed on entry and allocated to a suitable group.

Through Reception Class, depending on the progress of the cohort, children work through phase 2, 3 and potentially some phase 4 with graphemes being introduced, 'tricky words' and practicing common exception words.

Year 1

This year group sees the children concentrate on phase 4 and 5 of 'Letters and Sounds'. They consolidate their knowledge of phonemes and graphemes. They concentrate on being able to:

- Blend and read words containing adjacent consonants

- Segments and spell words containing adjacent consonants
- Read and spell the 'tricky' words taught
- Write each letter correctly
- Say the sounds of taught graphemes
- Write common graphemes
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words
- Read automatically and spell most of the words in the Year 1 list of common exception words.
- Form each letter correctly

Phonics is taught in a discrete lesson with the opportunity to consolidate their learning through focussed activities. Our aspirational aim is that children leaving year 1 will be working at the expected standard for reading. Careful assessments are taken over the year to ensure that the children are progressing well. The statutory phonics screening check is administered in the second half of Term 3. These results are used to plan all pupils 'next steps' in phonic learning.

Year 2

On entering year 2 children should know most of the common grapheme-phoneme correspondences. They should be able to read hundreds of words, doing this in three ways: automatically, decoding silently, decoding aloud. Children's spelling should be phonemically accurate, although it may still be unconventional at times. This is phase 6 of 'Letters and Sounds' and during this phase children should become fluent reader an increasingly accurate spellers, although we would expect that some children are consolidating their knowledge of phases 4 and 5. The teaching of spelling in phase 6 involves introducing the past tense, investigating and learning how to add suffixes, spelling 'long' words and finding and learning the difficult bits in words. Phonics are still taught discreetly with children having the opportunity to consolidate their knowledge through the continuous provision in the classroom and taught lessons. Assessment continues to ensure that children who are falling behind are targeted with the appropriate intervention.

Key Stage 2

Pupils who are not working at phase 6 of 'Letters and Sounds' will be targeted in Years 3 and 4 for further phonic support. From Year 3 onwards all pupils follow the strategy 'Support for Spelling' scheme, which enables children to utilise their phonic knowledge and progress further.

Agreed by staff	February 2016
Ratified by Governors	February 2016
Reviewed	