

Aston C of E Primary School

Phonics Policy

Date: February 2015

Review date: 2016/17

AIMS

We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. Phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read and write.

In order to read and understand texts children must learn to recognise/decode, the words on the page.

Good quality phonic teaching secures the skills of word recognition and decoding which allow children to read fluently. This will result in children being able to read for pleasure, then move on to children being able to develop comprehension skills. These phonic skills need to be taught systematically.

OUR PHONICS PLANNING IS:

- Time-limited, such that the vast majority of children should be confident readers by the end of Key Stage 1. Children learn phonics skills best in the first few years of school. Children use Jolly Phonics, sounds and pictures to aid them.
- It follows a planned programme, building on previous learning to secure progress.
- It is taught daily.
- It reinforces and applies acquired phonic knowledge and skills as they progress through their phonics.
- It ensures children progress in developing and applying their phonic knowledge by assessing this.

Sessions are around 20-25 minutes long.

EXPECTATIONS WITHIN ASTON C OF E PRIMARY SCHOOL

FOUNDATION 2:-

- Children start by using the Jolly Phonics songs and actions which is closely linked and planned alongside the letters and sounds programme. The actions are used to increase the children's confidence and prompt them whilst writing.
- Phase 2 – to be completed by Christmas. Children to be secure in these sounds and be having a good go at blending (synthesising) simple CVC words.
- Phase 2 recap for 1st Spring half term. A vast amount of blending and using the sounds correctly.
- February half term – begin Phase 3 phonics.
- End of Foundation 2 – secure to the end of Phase 3 and blending these words.
- The majority of the 45 reception words to be recognised.
- Children to be reading and constructing simple sentences using dictation.

- Children to be using spelling patterns they have been taught within their writing.

KEY STAGE 1:-

During year 1 and 2 children will continue to use the jolly phonics actions when needed, but move away from this discreetly, and the letters and sounds programme is used. The children also have the opportunity to play various phonics games.

YEAR 1:-

- 1st half term – recap of phase 3 – part 2 of phase 3 words as spellings.
- Phase 4 and Phase 5.
- End of Year 1 – children should be becoming confident in Phase 5.

YEAR 2:-

- Recap of Phase 5.
- Start support for spelling (revisiting much of Phase 5 and includes Phase 6.)
- Sounds that need to be recapped will be done when needed.

KEY STAGE 2:-

Children who have not achieved Phase 5 by the end of year 2 need to be taught this through intervention.

LETTERS AND SOUNDS PROGRAMME EXPLAINED:-

Letters and Sounds is designed to teach children how the alphabet works for reading and spelling. Systematic, high quality phonics teaching is essential and is needed for children to achieve the goal of reading. Letters and Sounds is designed as a time limited programme of phonics. It works on securing fluent word recognition skills for reading by the end of Key Stage 1 and as an intervention in Key Stage 2.

Aston C of E School implements the programme whereby the structured phases are followed and linked to National Curriculum's pace and progression. The letters and sounds phases are set up so that no children are held back or pressured to move on before they are ready or confident to do so. Therefore, in EYFS and KS1 are taught at the correct level and in smaller differentiated groups within the class as appropriate.

We will continuously practice and revisit all sounds from the beginning of phase 3 onwards to ensure consolidation. The children are encouraged and given opportunities to use their phonic knowledge in their independent writing across all subjects

ASSESSMENT:

Assessments are updated termly on each child's phonics tracking sheet.

Children will be tested using:-

- Baseline when children start school.

- Phase spelling tests.
- Phase sentence/phase dictation tests.
- Reading of blends and tricky words.
- Observation.

WHAT WE DO IF WE FEEL A CHILD IS NOT MAKING PROGRESS?

- Try something else e.g. ELS or regular support where needed.
- Are they on an IEP? Or target sheet?

NATIONAL PHONIC SCREENING:

All children in Year 1 will be screened using the National Assessment materials in the second half of the summer term at the end of June. If the children in Year 1 fail the screening they will be retested when they are in Year 2. This data is submitted to the local authority.

PARENTS

All parents are invited to Phonic workshops when their children are in FS2 and in Year 1. There is also opportunity to visit some phonic lessons.

A guidance support for parents about phonics is available on the school website which includes some useful internet sites and apps they may wish to download.

Signed.....

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