

Phonics Policy

Phonics is a method for teaching reading and writing. Phonics involves connecting the sounds of spoken English with letters or groups of letters (e.g. that the sound /k/ can be represented by c, k or, ck spellings) and teaching children to blend the sounds of letters to read words. In this way phonics enables us to use individual sounds to construct words. For example, when taught the sounds for the letters t, p, a and s, we can build up the words "tap", "pat", "pats" and "sat"

Aims

By using the Letters and Sounds documentation alongside the Phonics Bug to enhance our teaching, we aim to teach children:

- To have good word recognition in order to read. Good word recognition is dependent on decoding single letters and groups of letters rapidly i.e. using and applying phonics.
- To decode a letter or groups of letters as each letter triggers a speech sound and the speech sounds are then blended into a spoken word.
- To encode sounds into graphemes to spell.
- Participate in daily phonic sessions which focus on hearing, reading, and writing sounds and reading and writing words.

Statutory Requirements

Statutory requirements for the teaching and learning of phonics are laid out in the National Curriculum English document and in the Communication and Language section of the Development Matters for the Early Years Foundation Stage.

Organisation of Teaching and Learning

Planning

Staff personalise the Letters and Sounds materials, the recommended organisation and the teaching and learning strategies to meet the needs of our children. Phonic sessions are planned daily and incorporates four parts: Revisit, Teach, Practice and Apply.

Teaching

The Letters and Sounds material advocates that lessons should be delivered using the four parts:

Revisit - Recap on prior learning

Teach - New learning

Practice - Practice new learning

Application - Applying in appropriate contexts or sentences

There are 44 sounds in the English Language. We use a programme called Letters and Sounds to teach them. Letters and Sounds is divided into 6 phases. Children will be ready to progress to each stage at different ages and teaching is organised to best meet individual children's needs.

Phase 1

Children will experience a wide range of listening activities including songs, stories and rhymes. They will listen to a wide range of everyday sounds. They will share nursery rhymes and poems e.g. Humpty Dumpty, and learn to recognise words that rhyme e.g. wall/fall. By listening to a wide range of every day sounds, children will be more able to listen to and identify the sounds in the alphabet and words.

If children are unable to do phase 1 at the end of Foundation Stage 1, this can be run as an intervention at any other stage.

Phase 2

The purpose of this phase is to teach 19 letters introducing them by their letter shape (grapheme) and letter sound (phoneme). The children will learn to blend and segment these letters using their fingers to represent each sound. It is important that children learn to read nonsense words as well as real words.

Set 1 s a t p

Set 2 i n m d

Set 3 g o c k

Set 4 ck e u r

Set 5 h b f,ff l,ll ss

Children will also learn the tricky words: the, to, I, no, go

Phase 3

Another 25 sounds are taught and the children start to learn the letter names.

Set 6 j v w x

Set 7 y z,zz qu

Followed by:

ch (as in chip) sh (as in shop) th (as in thin and then) ng (as in ring)

ai (as in rain) ee (as in feet) igh (as in night) oa (as in boat)

oo (as in boot and look) ar (as in farm) or (as in for) ur (as in hurt)

ow (as in cow) oi (as in coin) ear (as in dear) air (as in fair)

ure (as in sure) er (as in corner)

The children are taught to read the following tricky words: he, she, me, be, was, my, you, her, they, all, are

Tricky words to spell: the, to, I, no, go

Phase 4

The children recap on all the sounds they have learned so far and use them to help them read and spell words.

Tricky words to read: some, come, one, do, so, were, when, have, there, out, like, little, what.

Tricky words to spell: he, she, we, be, was, me, you, her, they, all, are

Phase 5

Children working within phase 5 will already be able to read and spell a number of words.

Children learn new sounds and investigate how the same sound can be represented by different letters.

ay (as in day) oy (as in boy) wh (as in when) au (as in Paul)

ou (as in sounds) ir (as in girl) ph (as in photo) ie (as in tie)

ue (as in blue) ew (as in new) ea (as in eat) aw (as in saw)

oe (as in toe) u-e (as in rule) e-e (as in these) a-e (as in make)

i-e (as in like) o-e (as in home)

Tricky words to read: oh, their, people, Mr, Mrs, looked, called, asked

Tricky words to spell: said, so, have, like, some, come, were, there

Phase 6

By the time they reach phase 6, children will be able to read many familiar words automatically. When tackling unfamiliar words they will decode them quickly using their sounding and blending skills. During this phase the children will learn about the past tense and how to add prefixes and suffixes to words.

Roles and Responsibilities

The headteacher oversees target setting and tracking. During pupil progress meetings the phonic trackers are analysed and any issues are addressed.

The Literacy subject leader monitors the progress of phonics throughout school, checking phonic trackers are being used regularly, phonic sessions are being taught effectively and moderation between key stages, teams and individual class teachers occurs and is purposeful.

Children can be 'set' for phonic teaching, although these settings are fluid. Teachers have an awareness of each child's phonic needs and address these accordingly.

Cross Curricular links

Reading is the key that unlocks the whole curriculum, so the ability to efficiently decode is essential.

Equal Opportunities

All children will have access to lesson regardless of gender, special educational needs, disability, race, culture or ethnicity. Positive action is put in place to ensure that all children have equal access. These needs may be due to physical disability, social need or needs in relation to a gender bias or the languages of our community.

Inclusion

We support children with special educational needs with an integrated programme of specific teacher/adult help, differentiated tasks and activities where the success criteria are clearly outlined at the start. Extra support is offered through teaching assistants and can be supported through specialist resources or programmes. All teaching assistants have been trained to support focussed groups of children. Teachers differentiate their questioning in order to include children of all abilities developing personal response, literal and inferential understanding.

Special Educational Needs (see SEN Policy)

Assessment, Recording and Reporting

Pupils are assessed throughout every lesson. Formal assessment is completed periodically using the phonic tracker. This phonic tracker is then used to inform part of the pupil progress meetings.

Key stage leaders liaise with their teams to discuss the progress of children in their group.

The children in Year 1 will complete the Phonics Screening Check in the summer term. Pupils in Year 2 who did not achieve the required standard in year 1 will be assessed again. The data is submitted to the local authority and is included in Raiseonline. Parents of Y1 pupils will be informed if their child has/has not reached the required standard in the year 1 Phonics Screening Check within the child's annual report. There will be an opportunity to discuss the result and the child's progress at the end of the year parent's evening.

Resources – see appendices

Parental Involvement

In the Foundation Stage Phonic workshops are also run each term as part of the Stay and Play sessions. These provide parents with an opportunity to work in an enjoyable way alongside their children. In KS2, parents are invited to Show and Share afternoons. Training for parents will be offered when available through the Family Learning team.

Monitoring and Evaluation (see Monitoring and Evaluation Policy)

The planning, teaching and learning and progress of pupils is monitored by the Literacy leader and SLT. Literacy reports are provided to governors to keep them informed of the progress in phonics.

