Sedgeberrow CE First School

Phonics Policy

Co-ordinator: Mrs Megan Williams

November 2016

Introduction

This policy outlines the organisation, management and teaching of
Phonics at Sedgeberrow C of E First School. Phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read and write. We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing.

What is Phonics?

This is the knowledge of how the alphabetic sounds work and how these sounds are combined to correspond to the spoken word. Phonemes are the sounds, which are made by blending letters to correspond to the spoken word. Graphemes are the written equivalent of phonemes which are the sound letters make.

Aims

- To present high quality, systematic phonic teaching.
- To enable children to start learning phonic knowledge and skills by the age of five, with the expectation that they will become good readers, having secured word building and recognition skills, by the end of Key Stage 1.
- To ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns, with the ultimate goal being 'automatic and effortless reading and writing.'
- To ensure that the children are taught 'tricky words' that do not conform to regular phonic patterns.
- 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 de-codable 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.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes in order to spell words.
- To learn the blending and segmenting words are reversible processes.
- To teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read.

Delivery of Phonics in Reception and KS1

The teaching of phonics is to be based on the Letters and Sounds Document, supported by Jolly Phonics actions to learn the recognition of sounds. Sounds are to be taught in a specific order following Letters and Sounds scheme. Sounds taught should be 'pure' ie. 'b', not 'buh' as this is central to phonic teaching and the ability to recognise sounds in words. Daily Phonic lessons take place and phonics is an integral part of daily teaching and learning. The phonic sessions consist of reviewing, teaching, practise and apply.

Blends are to be de-clustered. eg bl is two specific sounds – b and l. Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling. Phoneme buttons and phoneme frames are used in phonics teaching to illustrate this.

Phase 2 should be introduced in Foundation Stage in the Autumn Term and then continue through the phases as appropriate to the class and children. Digraphs and trigraphs are introduced within phase 3.

The aim is for Phase 5 to be covered by the end of Year 1 and Phase 6 should be introduced. By the end of Year 2 all phases should have been completed.

Continuation of Phonics in KS2

In Key Stage 2, phonic teaching is continued for those children who still need phonic support or intervention work. In KS2 we use the 'Rapid Phonics' intervention programme to teach and assess children who are working at Phase 5 or below.

Spelling strategies are taught to support spellings for Key Stage 2 pupils. Phase 6 may be continued in Year 3 if necessary.

Planning

- Planning should be split into four sections (Revisit and Review, Teach, Practice, Apply) and include differentiated learning outcomes based on the needs of the children in the class.

- Activities should be as interactive and creative as possible, in order to maintain children's interest and enable all children to be engaged. Resources can be borrowed from the phonics boxes but must be returned for others to use.

- Phonic Bug is an online teaching tool that is used alongside other games and activities in Reception and Year 1.

Assessment

On entry to school, children are assessed on their phonic knowledge. In Reception this is done as part of the children's initial baseline assessment. In Reception and KS1 throughout

the school year, phonic assessments take place to ensure that children's next steps in phonics are met. Phonic assessments should be passed on during transition to a new class in order to ensure continuity of progression. Year 1 children are assessed against the National Phonic Screening check. Children in Year 2 who have not passed the phonic screening check and/or children that are not secure in Phase 5 will continue to have phonic lessons and will continue to be assessed.

Parental Support

- 'Meet the Teacher' meetings are held in every class within the first few weeks of the academic year. Phonics is discussed within these meetings in Reception and Year 1 in much detail. A Phonics Information Booklet is also sent home at the beginning of the year for Reception and Year 1 parents.
- Sound mats, tricky words and high frequency words are sent home regularly for the children to practise alongside their phonic learning in school. These resources are sent home throughout Reception and Year 1. Please see the Phonic Information Pack.
- Reading books are sent home regularly to support children's phonic knowledge.

Resources

- We use Bug Club reading books as home readers. These books are compatible with Letters and Sounds and are phonetically decodable.
- The Letters and Sounds document supports planning for each phase.
- Any resources for Phases 2 –6 that have been printed and laminated using school equipment are stored in the relevant classrooms.
- Children are shown how information technology can be used to enhance their Literacy learning and are given opportunities to explore these possibilities where appropriate.
- Phonics Bug is an online phonic resource that is used to aid the teaching of Phonics in Reception and Year 1 and is compatible with Letters and Sounds.
- Bug Club is an online reading resource that is used for whole class teaching and for the pupil's individual learning at home. Bug Club books are the same books that we use for home readers but it also includes additional games and resources to help improve the children's comprehension and decoding skills.
- 'Rapid Phonics' is used as intervention programme for KS2 children.

National Phonic Screening

All pupils in Year One are screened using the National Assessment materials in Term 6, at the end of June . If the pupils in Year One fail the screening they will be retested when they

are in Year Two. This data will be submitted to the Local Authority.