



Holme St Cuthbert Schools Phonics Policy

Introduction

This policy outlines the teaching, organisation, management and teaching of phonics at Holme St Cuthbert School. As a direct result of the Rose Review (2006) into the teaching of early reading, all schools are required to deliver a programme of 'high quality phonics work'. All the principles which underpin the recommendations of the Rose Review have been incorporated into our practice.

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.

Aims

- To present high quality, systematic phonic work as defined by the Rose Report, Letters and Sounds and no nonsense phonics/ spellings.
- To enable children to start learning phonic knowledge and skills (phase 2, 3 and 4) in Reception, with the expectation that they will become fluent readers, having secured word building and recognition skills (phase 5 and 6), by the end of Key Stage One.
- To ensure that the children apply phonic knowledge as an approach to reading and spelling, even though all words do not conform to regular phonic patterns.
- To ensure that the children are taught high frequency 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

- The teaching of phonics at Holme St Cuthbert School is based on guidance from 'Letters and Sounds' in reception and no nonsense phonics in yr 1 moving to no nonsense spelling in year 2.

- Initial sounds are to be taught in a specific order as recommended by ‘Letters and Sounds’ and the no nonsense framework.
- Sounds taught should be ‘pure’ ie ‘b’, not ‘buh’ as this is central to phonic teaching and ability to recognise sounds in words.
- Letter names are to be taught alongside graphemes.

Organisation

- On entry to school, children are assessed as to their phonic knowledge.
- Phonics will be delivered to children within groups, provision and daily routines and discreetly each day for 20 minutes across Reception, Key Stage 1 and 2. Sessions will be structured in the four parts as recommended by Letters and Sounds (Revisit, teach, practice, apply) in reception and then according to the no nonsense program.
- In Reception and Year One parents are invited to a meeting explaining what phonics is, how it is delivered and how they can support their child at home.
- Whole class, age appropriate, quality first teaching of phonics will take place and will be delivered to differentiated groups.
- Children will have the opportunity to apply their phonic skills during individual and guided reading sessions as well as throughout the curriculum.
- Multi-sensory activities will be included in the teaching of phonics so that various teaching styles can be encompassed.
- ICT opportunities will be used where appropriate.
- Half termly assessments of phonics will take place. Children will be tracked using a tracking table using Letters and sounds phases (templates can be found on the staff/assessments/letters and sounds) as well as using the letter/sound correspondences booklet provided by the no nonsense program.

Early Years

- In reception, classes are organised to promote social skills and the development of literacy, language and communication. Children work towards achieving the objectives of the Early Learning Goals for Communication and Language and Literacy and in some cases Year 1 until completion.
- Reception class teachers teach ‘Phase 2, 3,4 and 5 phonics and the transition from this to Key Stage One phonics follows the progression as outlined in No nonsense phonics. Phonics activities are also embedded into daily provision and routines.
- Children take home phonics and tricky word flash cards to practise.
- ‘High Frequency Words’ are sent home to help children learn high frequency words.
- Reading books are sent home nightly.
- Differentiated activities are provided for any children with gaps in their learning.
- Spellings and letter recognition are given to children to take home weekly.

Key Stage One

- Key stage 1 teachers teach ‘Phase 5’ phonics in Year One and ‘Phase 6’ phonics in Year Two using the no nonsense phonics and no nonsense spelling programs. Phonics activities are embedded into the daily provision and routines.
- Interventions are provided for those children with any gaps in their learning.
- Phonics activities, reading books and library books are sent home on a regular basis in order to allow children to practise applying their phonic skills.

Key Stage Two

- Phonics is still delivered to those children who need it in Key Stage Two by the class teacher or through planned interventions.
- Phonics activities, reading books and library books are sent home on a regular basis in order to allow children to practise applying their phonic skills.
- Support for spellings is also taught within the phonics timetable for children who have successfully completed the 6 phases as set out in Letters and Sounds.
- Spellings are given to children to take home weekly.

ICT

- All classes have access to phonics activities on Phonics Play, Letters and Sounds, Cbeebies.
- Apps on I pads are used to help embed and enhance the children's learnings using grapheme to phoneme and phoneme to grapheme.
- Children are shown how information technology can be used to enhance their Literacy learning and are given opportunities to explore these possibilities where appropriate.

Assessment

- Ongoing regular assessment of phonics takes place throughout the year and are discussed at staff meetings to help rearrange groups of ability.
- Assessment guidance is taken from Letters and Sounds and the no nonsense phonics program and indicates which phase a child is working within.
- Any gaps in learning are addressed through differentiated teaching, differentiated activities within provision or through planned intervention. IDL is used in some cases in a one to one intervention package.
- In Year One all children will take part in the statutory phonics screening check. Any child who fails this check will retake it in Year Two.

Inclusion

- It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We actively audit the learning environment to remove any potential barriers to learning and assessment.
- Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning differences through whole class practices and planning for individual children.
- Teachers aim to include all pupils fully in their daily phonic lessons. All children benefit from participating in watching, and listening to other children demonstrating and explaining their ideas.

- Differentiated work, appropriate to individual children's needs, is provided in the independent work time. For some lessons, extra adult support from a Teaching Assistant is also provided in the lower ability groups. S.E.N pupils have IEPs, which include specific literacy targets to be addressed.

Equal Opportunities

- All children have an entitlement to access reading and spelling strategies at an appropriate level and are helped to do this across school.

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