



Lambton Primary School

Phonics Policy

Aims

At Lambton Primary School we aim to provide systematic phonics teaching that gives children the best possible start in reading and writing. Our systematic phonics approach enables children to start building on their phonic knowledge from nursery with the expectation that they will become fluent readers, having secured word recognition skills, by the end of key stage One. In order to read and understand texts, children must learn to recognise/decode words. 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 and then develop comprehension skills.

Objectives

The expectation at Lambton Primary School is that the children will become fluent readers, having secured word recognition skills by the end of key stage One. In order to achieve this, practitioners must support children in:

- Applying their phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.
- Learning high frequency words that do not conform to regular phonic patterns
- Reading texts and words that are written within their phonic capabilities as early as possible, even though all words may not be entirely de-codable by the children unaided.
- Spelling words for themselves, within the range of their phonic knowledge.
- Applying the skill of blending phonemes in order to read words.

- Segmenting words into their constituent phonemes in order to spell words.
- Understanding that phonemes should be blended from left to right through the complete word, in order for it to be read.

Delivery of Phonics

At Lambton Primary School, phonics is delivered by implementing the 'Letters and Sounds principles and practice of high quality phonics' programme. 'Letters and Sounds' is designed to teach children how the alphabet works for reading and spelling. The six phases of the Letters and Sounds document provides practitioners at Lambton Primary School a structure which they can follow and plan children's progression. Practitioners carefully adapt their planning to meet the needs of the children within their class. The teacher's individual assessment of individual children will inform the rate at which the children are able to progress through the phases and adapt their work accordingly.

Reception pupils up to year 2 (and children in year 3 if needed) are taught phonics in ability groups. The children are put into each group depending on which phase of the Letters and Sounds programme they are working within (phase 2-6)

Progression

Foundation Stage

The Letters and Sounds programme will begin in nursery and 'phase one' will be introduced to them. Children who are ready to be introduced to 'phase 2' will begin this in the summer term.

In Reception, the teaching of phase 1 will be on-going throughout the year and in September all children will be introduced to phase 2. Children will be split into groups according to their stage of development after the first few weeks. Phase 3 will be introduced by the end of the autumn term with those children who are ready, and depending upon the nature of each cohort aim to introduce phase 4 in the final half term of the summer term. The phonic sessions will last approximately 20 minutes and there are also enhanced phonic activities within the indoor and outdoor environment available for children.

Key Stage 1

High quality phonics will be delivered each day for approximately 20 minutes. The sessions will be delivered in groups according to which phase they are working within. The practitioner will cater for the needs of every child and take account of the different learning styles and needs. Year 1 will cover Phase 4 and Phase 5. Year 2 will revise Phase 5 and teach Phase 6. It is important that the five phases are embedded and the children have a sound understanding of the key knowledge and skills before the final sixth phase is introduced in Year 2. Year 2 teachers will strive to be able to expose all children to the key elements of phase 6 by the end of the academic year.

Assessments

All teachers will ensure that they are aware of individual children's needs through formative assessments. All teachers will formally assess their children's progress at the end of every half term in order to inform their planning. Assessments will assess the children's understanding of grapheme to phoneme correspondence including digraphs/trigraphs □ Knowledge of reading and spelling tricky words and high frequency words. At the end of Year 1, the children will take the statutory National Phonic Screening Test. If children are still working towards the phonic test by the end of Year 1 then they will work in small intervention groups to enable them to retake the test in Year 2.

SEN/EAL

Phonics teaching is made accessible to as many pupils as possible and adjustments to schemes of work will be made as required. Teachers will liaise with the SENCO in order to analyse how children with specific needs respond to the teaching of phonics. It is the role of the teacher to ensure that every child in their class has equal and balanced access to the teaching of phonics and to ensure that it is differentiated appropriately.

Ratified by governors spring 2016

Next review: summer 2018