



Poulton St Chad's C of E Primary School

PHONICS POLICY

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Our Mission statement : St Chad's Church of England Primary School aims to develop all its pupils to their full intellectual, spiritual and physical potential by creating an atmosphere based on Christian faith and values in the Anglican tradition.

Our intention is that all our pupils become successful, fluent readers and writers by the end of Key Stage One and we believe that this is achievable through a combination of strong, high quality, discrete phonics teaching combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell independently.

Our Phonics Policy is based on research. (Ofsted – Reading by six. 2012)

Criteria for assuring high-quality phonic work:

- Present high-quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach.
- Enable children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one
- Teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences
- Enable children's progress to be assessed
- Use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills
- Demonstrate that phonemes should be blended, in order, from left to right, 'all through the word' for reading
- Demonstrate how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words
- Ensure children apply phonic knowledge and skills as their first approach to reading and spelling, even if a word is not completely phonically regular
- Ensure that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules
- Ensure that as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order
- To encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.

We want our children:

- To learn to read and write 44 of the graphemes in the English language.
- To learn specific strategies to help them remember common exception words.
- To experience teaching of phonics which is lively, interactive and investigative.
- To apply their phonic skills in all curriculum areas.

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Teaching staff and Teaching Assistants should:

- Model good practice in use of phonics strategies.
- Ensure that classrooms are well stocked with attractive and appropriate resources for the teaching of phonics.
- Keep up to date with record keeping and assessment.
- Ensure training is kept up to date and relevant to match the needs of groups and individual children they teach.

Teaching Approach:

At St Chad's we use Jolly Phonics resources through EYFS to support the teaching of the six phases of Letters and Sounds guidance (Principles and Practice of High Quality Phonics across the EYFS and Key Stage One phases.) We also access other resources to supplement these, such as Phonics Play and Spelling Shed.

Pronunciation is corrected (exceptions are in place for some SEN/D pupils with certain specific speech and language issues identified).

Planning for phonics is separate from the English planning. It should be based on the needs of the children and show clear differentiation. Phonics is taught through discrete phonic sessions, regular reading and writing sessions and through embedding the phonics by linking it with other curriculum subjects throughout the school day.

Teachers use assessment for learning and the children are assessed throughout the year based on the Letters and Sounds phases to track and review children's progress. Assessments also inform teachers to enable targeted intervention sessions that may be needed for those children who require extra support in the learning of phonics.

Book resources which pupils can access include phonically decodable texts which children can read independently (Dandelion publications). These are supplemented by other reading schemes (mainly Oxford Reading Tree) and non-graded books, which incorporate phonically decodable texts. This gives children opportunity to develop and use other appropriate skills over time. These include additional reading strategies, such as contextual clues, visual clues, word shape and prediction. The broad range of available texts enables a secure love of reading to be developed, as well as reading for a purpose. We want children to experience a rich diversity of texts and encourage access to any book of choice. However, children know which books in the classroom they can read completely independently.

Progression:

Children will progress through the six phases of Letters and Sounds, beginning with Phase one in Nursery. By the end of the Summer Term, Reception children should be familiar up to the end of Phase 3. By the end of Year 1 pupils are expected to be secure at Phase 4. By the end of Year 2, children should be proficient in their phonics knowledge and have completed Phase 6 of Letters and Sounds.

Children in Year 2 who did not meet the required standard for phonics and need more work on 'decoding' and 'word reading' skills, will have opportunities to practice this using daily phonics sessions. Children in Year 3 and older who need further phonic intervention work will do so through targeted interventions.

Timetabling:

Discrete phonics sessions will be timetabled and taught at least 4 times a week from EYFS through to Year 2. The expectation is that phonics is taught for a minimum of 15 minutes per session.

Expectations for Home Learning

Parents are encouraged to read daily with their child. Regular reading at home gives opportunity for younger children to use segmenting and blending techniques learned in phonics sessions. Parents are encouraged to attend a Phonics session, early in Autumn term. This ensures correct pronunciation and strategies to be used at home.

Other related policies:

Safeguarding

Online safety

Behaviour policy