

Ashleworth C of E Primary School



Phonics Policy

Approved by:	Teaching & Learning Committee
Date:	1 March 2021
Next review due by:	March 2023

The aim of this policy is to ensure that the children at Ashleworth C of E Primary School receive consistent, high quality teaching in phonics to enable them to learn effectively. It will provide a framework for monitoring the quality of teaching and learning in phonics; it will help teachers and other adults to evaluate their practice in this subject.

Curriculum Aims/Principles:

- To enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
- To ensure that the children are taught high frequency words that do not conform to regular phonic patterns.
- To encourage the children to attempt to spell words for themselves by using their phonic skills.
- To help the children to apply the skill of blending phonemes in order to read words.
- To learn that blending and segmenting words are reversible processes.

Teaching and Learning of Phonics and Spelling in EYFS and KS1:

All children in KS1 and EYFS have daily phonics lessons (lasting around 15/20 minutes each day). All phonics lessons in EYFS and KS1 are taught following the 'Letters and Sounds' document (through the LCP scheme).

The Letters and Sounds programme is devised into six phases. We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; Introduction, Revisit and Review, Teach, Practise, and Apply. By the end of the Reception year, we aim to ensure that all children are secure in phase 3. By the end of Year 1, children should be secure in phase 5. Year 2 children should focus on phase 6.

The Reception children receive adult support/input during most phonics sessions. Year 1 and 2 have adult input for some of their phonics sessions but are also expected to work independently during some of the sessions.

We value the importance of also putting a strong emphasis on the children learning common words from sight. Every phonics lesson includes opportunities for the children to read common exception words. Common exception words are displayed in the class. Common exception words are also taken home as word cards for children to learn at home.

Teaching is multi-sensory, encompassing visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the children's abilities and interests, and all classroom environments include phonics displays to support the children's learning in this area.

The writing/mark making areas in the EYFS incorporate phonics resources and display posters. This ensures that children are independently applying the phonics they have learnt and through observations, the children demonstrate/apply the phonics that they have been taught.

Children in KS1 have access to phonics 'sound mats'. These sound mats are differentiated according to the phase the child is working at. The sound mats help children to sound out and write independently. The children are encouraged to use these during our English/cross-curricular writing tasks.

Guided reading books are linked to the children's phonics stage. This ensures that the children are accessing and applying their phonics learning. The reading books that are sent home, also reflect the phonics teaching and help to support the children's application of phonics. All of our reading books are fully decodable and support the teaching/learning of phonics.

Assessment:

All children are tracked on the school 'Phonics Tracker'. Teachers are responsible for updating this on a termly basis. Teachers decide what phase each child is working at and then they record the children's names in the correct part of the tracker. The headteacher then receives a copy of this and this can help form discussions during the termly 'Pupil Progress Meetings'.

Children starting in Reception, complete an initial sound assessment with the teacher. This takes place in the first two weeks of them starting school and they are then given sound cards to take home to learn based on this initial sound assessment.

A baseline assessment is undertaken at the beginning of each academic year. We have an assessment week at the end of each term and during this week, teachers assess the children's phonics skills/development. Children are also assessed as they approach the end of each phonics phase. This helps to ensure that any gaps in their understanding can be addressed before moving on to the phonics phase. Teachers and teaching assistants make assessments on a day to day basis and teaching assistants are expected to inform the class teacher of any children who are needing extra support/need extending. The planning/teaching of phonics is then adjusted according to any observations taken from the teaching assistant/teacher.

All children are required to take part in the statutory 'Phonics Screening Check' at the end of Year 1. Throughout the year, children will be given many opportunities to read

real/alien words (as part of their phonics sessions) and this enables the children to be familiar with the phonics screening procedure. Those who do not reach the expected standard in the phonics screening, are monitored closely and are given appropriate support to help ensure that they are able to meet the expected standard during the retest at the end of Year 2.

The children had gaps in their phonics knowledge due to the school being closed because of the coronavirus. Teachers then identified these gaps and children have received catch up lessons- KS1 children have received phonics sessions twice a day. Year 3 children have received phonics sessions to cover the phase 6 that they had missed. Teachers will continue to plan for more phonics lessons to ensure that all phases are covered and children are left with no gaps with their phonics knowledge.

SEN:

Some children working significantly below the expected standard, may not be required to take the Phonics Screening Check. This would be communicated to parents.

Children who are identified as SEN and have a My Plan with a phonics target, may receive extra support in class/out of class.

KS2 children that are identified as SEN (with phonics as a priority on their My Plan), will receive further support with phonics in KS2.

Parental Support:

The parents of Reception children are invited to a 'new intake meeting' with the class teacher before their child starts school. During this meeting the class teacher will inform the parents of how phonics is taught to their child. Parents will be given an overview of how to say the initial sounds to support them when they are working with their child at home.

All Year 1 parents will be invited to an information evening before the 'Phonics Screening Check'. During this evening, they are provided with information on how to further support their children at home.

During the school closure, parents have been provided with daily phonics activities to complete with their child. Teachers have provided parents with guidance on how to teach phonics to their child during this time.

Monitoring and Evaluation

- All teachers are expected to monitor the teaching/learning of phonics within their class and make necessarily changes to the lessons.

- English leader and headteacher undertake lesson observations in phonics lessons and use these observations as an opportunity to give feedback to staff on the teaching/learning of phonics. Teachers are then provided with 'next steps' so they can improve upon the phonics teaching/learning in their class.
- English leader and headteacher track and monitor the 'Phonics Trackers'.

Policy written by E Shakespeare

To be reviewed: every 2 years

In all aspects of life at Ashleworth C of E Primary School, the safety and well-being of our children is paramount. We expect all staff and volunteers to share this commitment.