

PHONICS POLICY

Phonics

WHAT IS PHONICS?

Phonics is a method of teaching reading and writing where children are systematically taught the relationships between the sounds in our language and the letters used to represent those sounds. Once children have been taught which sounds are linked to which letters they are able to 'crack the code' and can confidently have a go at reading and writing anything. Delivering these key skills and knowledge to all pupils will give each and every child the **essential** knowledge and skills to be educated citizens in our world allowing them to access the world through key literate skills so that they can achieve and create opportunities for themselves through the appreciation of spoken language, reading and writing. We therefore build upon the cultural capital that all should access to be responsible players in the world today.

INTENT

At The Bawburgh Primary School we aim to deliver high quality phonic teaching which secures the crucial skills of sound/ word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text. We do this by ensuring knowledge is taught through appropriate coverage, content, structure and sequencing and that our phonics programme is implemented effectively to the bespoke needs of our children.

We aim to establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school. We do this through responsive teaching, assessment and good subject knowledge and pedagogy so that the curriculum is rich and varied to appeal to all learners.

We aim to differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success and therefore are able to use these skills in the ever changing world we live in.

Within the phonics program we give children word work strategies that will enable them to become fluent readers and confident writers thus developing independence for learning behaviours.

EXPECTATIONS

Phonics sessions will:

Be taught every day;

Follow our Bugs Club/and or Monster Phonics Scheme with additional structure from Letters and Sounds high frequency and tricky word phases with expectations that as children progress through school emphasis will be duly given to the National Curriculum spelling and grammar expectations. Experienced staff to bespoke lesson structure to class and individual child needs.

Be between 20 and 30 mins in duration. (Foundation stages in the Autumn term will be 15mins duration).

Be structured using the Revisit/Review - Teach - Practise - Apply approach;

Be active and engaging and have a systematic, quick pace;

Give every child the chance to segment and blend at least 10 words;

Give the children opportunities to hear themselves saying new sounds;

Teach one new thing each day e.g. either through new phoneme, segmenting, blending, reading, writing;

Encourage children to write more quickly, yet accurately following the principles of Kinetic Handwriting.

Teachers should:

Use agreed actions for segmenting, blending and remembering sounds where necessary. The use of finger phonemes to aid practice is encouraged with the use of sound buttons.

Use the following terms where appropriate: phoneme, grapheme, diagraph, split diagraph, blending and segmenting.

Display phonemes that have been taught in the classroom building a working wall for referral and/or encouraging the use of sound mats.

Model segmenting and blending before asking the children to do the same.

Plan phonics using day to day assessments. Planning and teaching should be flexible.

Differentiate where necessary using different words or phrases, resources, adult support, etc.

Give children frequent opportunities to apply phonic skills in writing.

Ensure all children have regular access to fully decodable texts to apply their learning in phonics through reading . (Primarily with the reading scheme of Bugs Club)

Be target led - All children need to be secure in Phase Five by the end of the Summer Term in Year One. What must happen for this to be the case? (Intervention, different approaches, revision of phonemes.)

Learn letter sounds alongside letter names.

Learn groups of letters, short vowels, long vowels and consonants.

Impact:

To ensure that all children can access quality resources and quality first teaching so that they can build on previous phase knowledge so that learners can build upon developing knowledge and use this across all areas of the curriculum. Through growing knowledge and skills children will be able to master reading, writing and spoken language and take these key skills into all areas of life.

WHEN SHOULD DIFFERENT PHASES BE TAUGHT?

Phase Length - When?

(s a t p i n m d g o c k c k e u r h b f ff l l ss) Bug Club/Monster Phonics blending cvc words as appropriate.

Phase Two - Six weeks with flashcards of tricky reading words Letters and Sounds.

This should ideally be taught during a child's first and second term in reception class and the vast majority of children should be secure at Phase Two by Christmas. As soon as children can read a phoneme, they should be expected to practice writing it as well.

Phase Three - Twelve weeks - Flashcards for reading tricky words.

The vast majority of children need to be secure at Phase Three by the end of their first year in school. This phase can be revisited to ensure children are secure with phonemes before moving on as they have two terms. However, a systematic daily session will ensure rapid progress and capping learning should be avoided.

Phase Four - Four weeks to six weeks - Flashcards for reading tricky words.

This can be taught in reception class. **At the very latest**, it should be taught at the beginning of **Year 1**. **Ensure that Phase 4 does not become the forgotten phase!**

Phase Five -Throughout Year One - Flashcards for reading tricky and high frequency words.

As soon as children have covered Phase Four, they need to move quickly onto Phase Five and Phase Six. Careful monitoring and targeting of sessions will ensure revision of sounds is covered with targeted intervention support as required.

Throughout -Year Two/ Year 3- children should know almost all of the grapheme-phoneme correspondences and their spelling should usually be phonemically accurate. The teaching of grammar and spelling rules will be carried out in line with the Spelling Appendix of year group.

ASSESSMENT

In Reception and Key Stage One, all children will be informally assessed throughout sessions and future phonics work planned accordingly.

All children will be formally assessed at the end of each term in the following areas:

- grapheme phoneme correspondence knowledge;
- segmenting and blending;
- reading of tricky words;
- reading of non-words.

At the end of Year One it is statutory for all children to complete the Year One Phonics Screening Check. This takes place in June. Children who do not achieve the required standard in Year 2 will need to retake the check the following year to ensure they have made good progress.

SPECIAL EDUCATIONAL NEEDS

Where a child is making limited progress in phonics, this is discussed with the parents, SENCo and Phonics Leader. Relevant actions are made to address the concerns and any intervention work undertaken is monitored.

INVOLVING PARENTS

The teaching and learning of phonics can only truly succeed with the support, involvement and understanding of parents. We endeavour to support parents as their child learns to read and write by:

- Holding phonics information sessions for parents to explain specialist vocabulary and how the teaching of phonics works;
- Letting parents know what their child has been working on in class and what they can do at home;
- Offering them the opportunity to see phonics taught in school;
- Giving parents resources and strategies for supporting phonics at home during Parents' Evening.

EQUAL OPPORTUNITIES

At The Bawburgh School we believe that all children regardless of their gender, age ethnicity, academic or physical ability are given equal opportunities to reach their full potential successfully and confidently.

We ensure equal access in a variety of ways:

- Displays and resources reflect the above as positive role models;
- The content of what is planned reflects our diverse society;
- Where appropriate group children flexibly to promote confidence and social skills;
- Ensure that appropriate structures/resources are in place so that children can access the curriculum.

EQUALITY AND DIVERSITY

This policy has been written and reviewed with due regard to the legal duties set out in the Equality Act 2010, to ensure that no member of our school community suffers discrimination or disadvantage regardless of age, race, gender reassignment, disability, civil partnership, religion and belief (or lack of belief), pregnancy and maternity, gender or sexual orientation.