



SHANKLEA PRIMARY SCHOOL

Phonics Policy

Policy Control Details			
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Approved for issue by:	Gareth Pearson	Signature	Date
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Responsibility for review:	Curriculum Committee		

Shanklea Primary School Phonics Policy

Rationale

At Shanklea Primary School we strive to ensure all children become fluent readers by the end of Key Stage One.

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.

Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

The Curriculum, Teaching and Learning

Expectation

Pre-school

Children to access differentiated phase one teaching through short guided groups daily and the learning environment provision. All Key Persons to segment and blend words regularly and to have a secure knowledge of the Letters and Sounds programme through CPD.

Reception

To teach Letters and Sounds daily for 25 minutes from the child's start date. To differentiate the groups to ensure children are reaching their full potential and support given is appropriate. For all children to have completed phase 2 and 3 by the end of the year and be ready to start phase 4 in Year One.

Year One

To teach Letters and Sounds daily for 30 minutes. This will be 20 minutes in a specific letters and sound ability group and 10 minutes in classwork during the daily literacy lesson. To differentiate the groups to ensure children are reaching their full potential. For all children to have completed phase 4 and 5 by the end of the year and be ready to start phase 6 in Year Two.

Year Two

To teach Letters and Sounds daily for 30 minutes. This will be 20 minutes in a specific letters and sound ability group and 10 minutes in classwork during the daily literacy lesson. To differentiate the groups to ensure children are reaching their full potential. For all children to have completed phase 6 by the end of the year also to regularly revisit the sounds and tricky words learnt throughout the Letters and Sounds document. Those children who did not achieve on the Year 1 phonics screening will be taught in a focussed group by an experienced member of staff to ensure narrowing of the gap.

Year Three

To teach letters and sounds daily to pupils who have not yet successfully completed the programme through small group interventions.

Key Stage Two

Further interventions to run for children who have not completed the Letters and Sounds document. Spelling teaching will be continued in weekly spelling groups based upon ability across y3/4 and y5/6

Phonics across the Curriculum

Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning. Planning ensures each phonics session shows evidence of new learning not just consolidation.

Teaching and Learning Styles

The school uses the Letters and Sounds document. Letters and Sounds is taught throughout the whole school. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers! Our teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word vocabulary
- The application of phonic skills in reading and writing across the curriculum

Phonics Planning

Whole class teaching of phonics is included in daily literacy planning. This format includes the Revisit/ review- teach- apply- assessment sections recommended by the Letters and Sounds document.

All Early Years and Key Stage One classes split into differentiated groups for daily phonics sessions. The planning for these sessions is provided on the Resources drive.

Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriately structured work for children with SEN, often through intervention groups. The school uses a variety of strategies to enable all children to have increased access to the curriculum through broad- based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

The most able children within our school, including those children who are Gifted and Talented, are identified so that their individual needs are acknowledged. Planning attempts to ensure that the level of challenge is appropriate to their specific needs.

The Early Years Foundation Stage

We encourage the development of Literacy skills in the Reception class as this is part of the Early Years Foundation Stage. We relate the Literacy development of the children to the

objectives set out in the Development Matters and Early Learning Goals. The children's learning includes developing letter and sound recognition, word building and word recognition as part of their phonic, spelling and handwriting development and they follow the Letters and Sounds programme. These are further developed with parents through phonic activity packs sent home with the child.

Assessment and Reporting

Opportunities for assessment will be identified in planning. Key Stage One and Key Stage Two children have weekly spelling tests. At the end of each phase in Letters and Sounds children will be assessed on their progress and put into groups accordingly. Children are continuously assessed with more formal assessments taking place towards the end of each term.

Staff will also hold meetings with parents and written annual reports are forwarded to parents in the summer term.

EYFS assess children weekly until they are confident with letter sounds. This is followed by half termly assessment of phase words.

National Phonic Screening

All children in Year One will be screened using the National Assessment materials in Term 6, at the end of June. If the children in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

The Role of the Phonics Coordinator

- Purchase, organise and maintain teaching resources
- Assist with diagnosis and remediation of learning difficulties / challenge of Most Able (G and T). Offer specialist advice in supporting these children
- Encourage and lead training for TAs, teachers and parents
- Be informed about current developments in the subject
- Provide a strategic lead and direction for the subject in the school
- Advise the Headteacher / Literacy Co-ordinator of any action required (eg resources, standards etc)
- Monitor the standards of children's phonics and the quality of teaching across the school
- Monitor tracking grids

Resources

Resources are available to support all of the phonic phases. These are stored in the resource area of the Phonics Co-ordinator. Staff should ensure these remain in phase boxes and resources are returned. Other phonic books are available in the school library. Specific intervention materials especially for higher KS2 are available from the SENCo.

Equal Opportunities

The teaching of phonics will be in accordance with the present policy for Equal opportunities. We aim to provide equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the support of teaching assistants where available and through carefully differentiated activities.

Professional Development

Shanklea Primary firmly believes that continuing professional development for all staff features

highly in the school improvement plans to aid the development of the children.

All school staff and Pre-school Practitioners receive regular CPD opportunities. All aspects of Letters and Sounds teaching is monitored by the Phonics coordinator on a regular basis, tracking grids are checked and plans are scrutinised with feedback given and support allocated accordingly.

Monitoring and Review

The monitoring of this policy will be the responsibility of the Literacy and Phonics Coordinators in conjunction with the Leadership Team.

This policy will be subject to a formal review every two years or sooner if significant changes occur.

