

Phonics Policy



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Approved By	Headteacher
LGB	For Information
SLT Member Responsible	Phonics leader/writing leader/reading leader
Equality Impact Check	Completed

At Old Bank Primary Academy, we believe that phonics teaching should be:

- Systematic
- Discrete
- Daily
- Interactive
- Engaging
- Planned to meet children's needs

And above all, it should lead to children experiencing success at reading and writing. Phonics is taught alongside exposure to a range of quality texts to build other elements of reading skills. This policy should be read in conjunction with the school's Reading Policy and Writing Policy in order to get a full understanding of English teaching at Old Bank Academy.

Ambition

Using the Letters and Sounds programme we intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of Letters and Sounds
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge

Teaching

Planning

The school follows the systematic approach laid out in Letters and Sounds (DfE 2007) which we cross check to ensure elements of the National Curriculum are included. Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching.

Lessons

Discrete phonics lessons take place daily across Reception and Key Stage 1. They follow the structure of '*Review, Teach, Practise, Apply*' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. Phonic lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children. These activities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme/phoneme correspondence.

Classes

Children are taught in their home class and the teacher differentiates their teaching according to children's assessed phonic knowledge. We teach in this way so that each class teacher understands the phonic ability of the children in their class and are therefore able to consolidate and reinforce this ability during other lessons and times of the day.

Resources

At Old Bank Academy consistent visuals are used in teaching to support children's learning. These visuals are progressive and move from an associated picture along with a grapheme to children just seeing the grapheme. All teachers have a range of other resources to use which are appropriate for the level at which the children are working. They include practical resources such as magnetic letters etc. as well as other interactive resources which can be added to so that children are continually engaged with their learning. There are also relevant phonics displays and resources to allow children to use their learning in other lessons and learning in class.

Phonics programme

As a school we follow the structure of Letters and Sounds and use the interactive teaching resources of Jolly phonics, phonics play and other bespoke strategies based on teacher assessment and children's emerging needs.

Reception

In reception children develop and secure Phase one and Phase 2 sounds following Letters and Sounds using systematic, discrete and interactive teaching methods which are planned to suit the learning needs of the children. In phase 2 children become confident with sounds and as soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words and phrases.

As children develop their phonic skills, they move to phase 3 of Letters and Sounds where they learn about digraphs and trigraphs and become more confident at blending and segmenting.

During phase 2 and phase 3 children also learn to read tricky words which are words that they will come across regularly in their reading, but which are not decodable with phonics.

Key stage 1

Phonics continues to be taught through year 1. Children consolidate phase 3 and learn the sounds and skills through phases 4 and 5, teaching the 'complex code'.

In year 2 we expect the majority of children to be confident at blending and segmenting and to know all the sounds from phase 2 to phase 5. During year 2, any children still not secure with phase 5 will continue with daily, discrete phonics lessons until they are assessed as competent and confident.

Assessment

As well as continuous assessment for learning during lessons, children's phonics skills and abilities are formally assessed each half term establishing the phoneme, grapheme correspondences the children are secure in recognising, as well as the blending and segmenting skills children are confident with. The assessments are recorded and monitored and used to identify children who need more support. Additional, small group or one to one work is planned by teachers to support children who may require it.

At the end of year 1, the national phonics screening test is administered by competent and trained practitioners.

End of year assessment information from reception is passed onto the year 1 teachers, phonics screening assessment information is passed to the year 2 teachers, to ensure that phonics teaching and learning can be pitched accurately at the very start of the year.

Any children who have not reached the required standard in the year 1 phonics screening check at the end of year 1 will retake the screening check at the end of year 2. We expect all the children to achieve the required standard at this point. If there are any children who have not, then they will receive specific and focused interventions in year 3.