



Phonics Policy

At Starbeck Primary Academy we strive to ensure that all children become successful, fluent readers by the end of KS1 and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across Foundation Stage, KS1 and on into KS2 for children who still need this further support.

Objectives:

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the Foundation Stage, KS1 and KS2 for those children needing interventions to further support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Aims:

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To teach the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To ensure children use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To ensure children are taught strategies to identify and decode 'tricky words' within the English language.

Curriculum, Teaching and Learning Guidance:

At Starbeck Primary Academy we follow the Letters and Sounds document's principles and practice across Foundation Stage and KS1 – this is supported by using elements of the 'Jolly Phonics' scheme to support the effective delivery of phonics lessons and catering for all children's needs.



All Year 1 children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year 2 to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will be further supported throughout the year and across KS2 with a phonics and/or spelling intervention programme.

Planning for phonics will be done separately from English but with the understanding that good phonics teaching should link to the literacy needs of the children within English lessons and across the curriculum.

Each phonics lesson should include the following sections:

- Revise – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / words
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Assess – Monitor progress within each phase to inform planning.

Organisation:

Children in Nursery are taught Phase 1 through a differentiated approach within the setting on a daily basis. As children enter Reception from various pre-school settings, Phase 1 continues in the first weeks of the Autumn Term in Reception. As the children become confident in Phase 1, Phase 2 sounds will be introduced.

Children in Reception will be taught a discrete phonics session daily for a 15-20 minute period as a whole class. This is often followed by fifteen minutes of handwriting, linked to the phonics lesson. Phonics skills are also embedded in writing and reading tasks in English sessions. Writing groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Autumn Term 2 in Year 1. Children are introduced to the "tricky words" and aim to read and write the high frequency words for Phases 2-4 before they enter Year 1.

Children in Year 1 have access to high quality daily phonics sessions for twenty-five minutes. Lessons are directed to all children to ensure rapid progression through the phases. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2. They should have plenty of practise in recognising 'Alien' or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2. Children who require additional support in meeting this aim will be targeted for small group or individual intervention.

Children in Year 2 will have access to high quality whole class daily phonics/spelling lessons for twenty-five minutes. The underlying aim in Year 2 is to ensure that all children have successfully completed Phase 6 while revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words' that they have encountered before. Children who require additional support in meeting this aim will be targeted for small group or individual intervention. During Year 2 there is a smooth transition from Letters & Sounds Phase 6 to



the 'No Nonsense' Spelling Scheme. Many of the phonics and spellings at this stage overlap, so the two schemes complement each other well and ensure smooth progression.

Intervention: Children who still need extra support to develop their phonic knowledge across EYFS and Key Stages 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Assessment: We continually assess our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work, setting specific tasks. Teachers use this assessment information to plan further work and set new targets. The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each phase and through reading and writing assessments. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2.

Feedback: Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parents' consultations and through the end of year report. Assessment information is also passed onto the next teacher as part of transition between year groups and phases.

Organisation:

The English Leader is responsible for phonics and spelling through the school, with support from the Foundation Stage Leader. This includes:

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of phonics is to be taught.
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school.
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget.
- Monitoring the quality of teaching and learning in phonics across the school.



The class teacher is responsible for:

- Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English.
- Developing and updating skills, knowledge and understanding of phonics.
- Identifying needs in phonics and take advantage of training opportunities.
- Keeping appropriate on-going records.
- Planning effectively for phonics, liaising with English or Foundation Stage Leader when necessary.
- Informing pupils and parents of their progress, achievements and attainment.

Signed:

Date: 7/9/20

Next review due: September 2023