

## PHONICS POLICY 2019

### Introduction

At The Hill Primary Academy we strive to ensure that all children become successful, fluent readers by the end of Key Stage One 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.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

Bold Beginnings November 2017 stated that "All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year."

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

### Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage 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 enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

### 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, key stage one and key stage two for those children needing interventions to 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.

## Curriculum, Teaching and Learning Guidance

At The Hill Primary Academy, we follow the letters and Sounds document's principles and practice across the EYFS and Key Stage One – this is supported by using a wide range of resources to support the effective delivery of phonics lessons by catering for all children's needs. In Key Stage Two interventions are based around the gaps identified through teacher assessment. Lessons are quick in pace, well differentiated, engaging and challenging for all children within the lesson.

Teachers use assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments, ensure that no child is left behind.

All Year One 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 Two, 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 receive phonics teaching in the first term of year three – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme. Planning for phonics will be done separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

- Revise – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / phoneme 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 should be taught Phase 1 through a differentiated approach within the setting on a daily basis. Aspect 7 of blending and segmenting will be taught daily either in the phonics session or by staff members orally blending and segmenting at multiple points during the school day. Staff will teach phase 2 to any children identified as secure at phase 1. Reception will be taught a discrete phonics session daily for a 20 minute period either as a whole class or in 2 smaller groups. Phonics skills are embedded in writing and reading tasks in Literacy sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment.

Continuous provision and the outdoor learning environment in EYFS support children in closing the gap and consolidating their phonic knowledge. Phonics mats should be freely available in the in each area of learning and outdoors. 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 to 4 before they enter Year 1. For children who have not reached the expected level by Year 1 have extra individual phonics support.

Children in Year 1 have access to high quality daily phonics sessions for twenty minutes. Groups will be differentiated to ensure all children reach their full potential; teachers work with groups on a rotational basis to ensure high quality provision for all children. 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 practice 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 in Year 2 who did not pass their phonics screening test in year 1 will continue to have access to high quality daily phonics lessons for twenty minutes. Provision should be differentiated to ensure all children reach their full potential.

### Classroom Environment

In each class is a phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning. Phonics mats should be available in every lesson to support children's early writing across the curriculum. In EYFS, the displays should reflect the letters and sounds that the children have been taught. This working wall will be updated daily. Phonics games will be out in the provision. Phonics mats are readily available in all areas. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print.

### Reading scheme

Systematic synthetic phonics plays a key role in a rich and varied reading programme. The schools has invested in a reading scheme to support children to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books that match the code allow children to consolidate and apply their phonics knowledge. Reading books are organised in line with the letters and sounds scheme and children are matched to books that include graphemes and tricky words children have been taught. This makes it easy for teachers, parents and children to choose a text that was matched to the child's growing phonic knowledge and that does not encourage a child to guess at words if they included GPCs they had not yet been taught.

### Homework

Parental involvement is key in the acquisition of Phonics. Each child in Reception and Year 1 receives a phonic book/key ring for each Phase, which contains the sounds and the decodable, tricky and high frequency words to be learnt at home, alongside the daily Phonics lesson. Phonics homework sheets are also provided. Children in Year 2 and KS2 receive spellings to learn. A Phonics Workshop for Reception

parents is held in the Autumn term and there are two Phonics Workshops for Year 1 and Year 2 parents during the year.

#### Assessment

In the EYFS and KS1 we assess pupil progress on our Phonics assessment sheets for each phase and plot the children on a Phonics tracker grid each half term. Towards the Phonics Screening Check, Year 1 pupils will be given practice papers to identify specific skills or any gaps in learning.

It was completed in January 2019.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Phonics Subject Leader, on behalf of the Head Teacher and Governors.

Signed ..... (Phonics Subject Leader)