



*'We Care, We Share, We Believe, We Achieve'*

## Childeric Primary School Phonics Policy

### Aims

- To provide a systematic programme of teaching and learning synthetic phonics that will enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To give children strategies that will enable them to become fluent readers and confident writers.

**The teaching and learning of phonics follows the Letters and Sounds principles and practice of high quality phonics teaching.**

### Organisation

#### **Early Years Foundation Stage**

In Nursery, Phase 1 phonics is learnt through small focused groups and activities. When appropriate, practitioners will introduce the initial sounds from Phase 2.

Reception children learn Phase 2 and Phase 3 phonics. The phonic sessions last 20 minutes and there are also enhanced phonic activities within the indoor and outdoor provision. In Reception there are opportunities to split the cohort into smaller groups using nursery nurses for small group learning and across the classes themselves

#### **Key Stage 1**

In Years 1 and 2 children are split into high quality, phased phonics groups, informed by phonic assessments. Phonics is taught as a discrete lesson, both by teachers and teaching assistants. In addition, children have the opportunity to consolidate their phonics learning through shared reading and writing, guided reading and across the curriculum on a daily basis. In Year 1 children have daily phonics lessons and are expected to complete Phase 4 and Phase 5. In Year 2, phonics is used to consolidate understanding of all sounds taught to and including Phase 5 and to teach Phase 6 spelling skills. It also underpins the teaching of the spelling curriculum.

#### **Key Stage 2**

Phonics is used as one of the steps in learning spelling. Guided reading sessions are also used to practise phonic and spelling skills.

#### **Teaching and Learning**

Phonics lessons are characterised by a planned structure with active participation by all children. There is clear evidence of progress within a lesson. Weekly phonics plans follow the RTPA (Revisit, Teach, Practice, Apply) format and teachers complete plans both for their group and that of the TA who will be administering targeted interventions. Lessons are pacy and multi-sensory to take account of children's different learning styles. The use of ICT through bespoke flipcharts, iPads and computers is encouraged.

## Reading and Reading Schemes

So that children are able to practise their phonic strategies and gain fluency, they follow a structured approach to reading. **In Reception and KS1, children read a range of books from different schemes including: *Read, Write, Inc* (Ruth Miskin), *Floppy's Phonics Sounds and Letters* (Debbie Hepplewhite), *Songbirds* (Julia Donaldson) and *Pearson Phonics Bug*.** We also encourage children to recognise patterns and practise high frequency words using ***Snapdragons and Biff, Chip and Kipper stories***. This is combined with reading real books which helps to develop vocabulary and engenders reading for pleasure. In Reception and KS1, phonic and guided reading books are colour banded so that the appropriate fluency level can be selected. If children continue to need the support of a reading scheme in KS2, they read regularly using the Rigby Star series of guided readers.

## CPD

In order to ensure best possible outcomes for all children, teachers and teaching assistants have relevant training to support their subject knowledge of phonics. This takes the form of courses, support from the Deputy Headteacher and/or reading support teacher and observations.

## Assessment of Progress

Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored informing future planning.

Children are assessed on being able to:

- read the graphemes
- enunciate the phonemes correctly
- segment and blend
- read and write high frequency and tricky words
- decode sentences
- comprehend sentences

It is expected that Childeric children will be in line or above National standards when sitting the phonics screening check at the end of Year 1. Children who do not pass the phonics test at the end of Year 1 will re-sit the test at the end of Year 2 and have appropriate support throughout the year in order to close the attainment gap.

## Parents

We recognise the important role that parents have to play in the teaching and learning of phonics. In order to support them fully, a phonics workshop is run during the Autumn Term in which we explain the different phases of letters and sounds. There are also opportunities to participate in various multi-sensory games similar to those that their children will undertake during phonics lessons. They are able to take home a pack of phonics games and resources to support learning at home.

Agreed by Governors 12<sup>th</sup> July 2018

Review date July 2020