



Phonics Policy

Aims:

- To present high quality, systematic phonic work through consistent practice, progression and continuity and the teaching of phonics throughout the whole school.
- To enable pupils to apply their phonics knowledge in their reading and writing across the whole curriculum.
- To enable children to start learning phonic knowledge and skills by the age of five, with the expectation that they will become fluent readers, having secured word building and recognition skills by the end of Key Stage One.
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible.
- To give the children the confidence and strategies to attempt to read and spell unfamiliar words.
- To ensure that children progress from 'learning to read' to 'reading to learn'.

Objectives:

Pupils should be taught:

- grapheme-phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending phonemes in the order in which they occur through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes
- high frequency words that do not conform to regular phonic patterns.
- pure sounds, i.e. 's' not 'suh'.

Teaching & Learning

The Rose Report (2009) makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. Lowbrook follows the 6 Phases of teaching outlined in 'Letters and Sounds: Principles and Practice of High Quality Phonics, Primary National Strategy 2007'.



Phonics is taught in short, discrete daily sessions, with ample opportunities for children to use and apply their phonic knowledge and skills throughout the day. The discrete sessions follow the sequence of teaching set out in 'Letters & Sounds', i.e. Introduction, Revisit/Review, Teach, Practice, Apply and Assess. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in meaningful contexts. The aim is for most children to complete Phases 2, 3 and 4 in the Foundation Stage, Phase 5 in Year One and Phase 6 in Year Two.

However, the six phases are deliberately porous so that no child is held back or unduly pressured to move on before they are equipped to do so. Therefore, in Foundation and Key Stage One, children are streamed into high quality phonic groups within their class.

The processes of segmenting and blending for reading and spelling need to be made enjoyable and easy for children to understand and apply. Well-timed multi-sensory activities serve this purpose and intensify learning.

Phonic sessions in Key Stage Two are delivered by Teaching Assistants as an intervention programme and tracked by the class teacher. Pupils will be identified as needing phonics interventions through assessment of their reading, writing and spelling. Phonics sessions in KS2 will follow all the principles and practices as set out above and in the 'Letters and Sounds' document.

Home Learning

Daily Phonic homework is set for Phases 2, 3 and 4 with weekly phonics homework for Phases 5 and 6. These are all differentiated into support, core and extension sets. Expectations are outlined to parents at the beginning of the year in our 'Meet the Teacher' sessions. Parents are also invited to a 'Phonics Information Session' run on an annual basis.

Assessment & Monitoring

At Lowbrook, teachers undertake both formative and summative phonic assessments:

- The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives.
- End of phase assessments are used to measure progress against key objectives and to help them plan for the next Phase. These are tracked by the Literacy Subject Leader.

Monitoring of the standards of the children's work and of the quality of teaching in Phonics is the responsibility of the Literacy Subject Leader. The work of the Literacy Subject Leader also involves supporting colleagues in the teaching of Phonics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Literacy Subject Leader will inform and discuss with the Principal the strengths and weaknesses in the subject and the areas for further development to be addressed in the School Improvement Plan.



Resources

There is a range of resources to support the teaching of Phonics which are centrally based. These resources are organised into phases and then sub-divided into weeks to match the planning.

Environment

Appropriate phonemes and key words should be displayed in Foundation and Key Stage One classrooms, focusing on the phonemes and key words they have been learning in their phonics sessions. These high quality displays are changed as children are taught the different phases.

Special Educational Needs and Disabilities (SEND)

It is our aim to give every child the opportunity to experience success in learning. Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning needs.

Children in need of intervention will be identified and extra sessions will be provided for them outside the daily timetabled phonics session. Differentiated work, appropriate to individual children's needs, is provided in the independent work time and for homework. SEND pupils have Individual Education Plans (IEPs) which include specific literacy targets to be addressed.

The Governing Body approved this policy on date: **19th January 2018**

Signed:

Chair of Governors

Signed:

Executive Principal