



Phonics Policy

Rationale

At Whitchurch Combined School 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.

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 read '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 Whitchurch Combined Primary School, we follow Lesley Clarke's Letters and Sounds phonics scheme which is a government validated synthetic phonics programme. Based on the scheme, we have identified key milestones within each of the phonics phases that we would expect our children who are working at the expected standard to achieve. These milestones are identified in Reception, Year 1 and Year 2 and are expected to be achieved by set points throughout their phonics journey.

Planning: Planning for phonics will be done separately from English but with the understanding that good phonics teaching should link to the needs of the children within an English 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 / 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

The class teacher is responsible for:

- Ensuring progression in the acquisition of phonic knowledge and skills
- 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 all phonic needs within their own class and providing plans to the relevant TA's leading the group interventions.
- Informing pupils and parents of their progress, achievements and attainment

Organisation: Children all receive whole class phonics teaching delivered by the class teacher, with same day interventions running for those children who need extra support with phonics. These interventions are run by either the class teacher or a trained TA. Where there are children who are significantly below what is expected in their phonics knowledge, separate phonics interventions will be run for them.

Resources: All phonics teachers have a range of resources to use which are appropriate for the level at which the children are working. They include practical resources such as letter fans, flash cards, games etc. and include the use of online games on the IWB and IPADS. There is also a central resource box for each of the phonics phases which can be used to support teaching. These resources can be added to so that children are continually engaged with their learning.

Reading books:

To support the teaching of the Lesley Clarke's Letters and Sounds programme, all books have been sorted to match the sounds that are being taught that week, the principle being that any scheme books that are brought home to be read, should be fully decodable and should not contain any sounds that they have not yet been taught. 'Rogue' words have been identified in books and clearly labelled as read together words. This should support all readers to develop fluency and not experience that frustration of coming across words with sounds that they do not know and therefore cannot decode. After children have successfully completed phase 5 of phonics, scheme books are then organised through the use of the coloured book bands.

Assessment: In addition to continuous daily assessment, children are assessed every half term against the milestones that they have been working towards to check their understanding. This half termly assessment is used to inform effective provision for all children, enabling staff to plan and deliver lessons that engage and challenge all children within the lesson. This assessment should inform the rate at which children progress through the phases and secure a sound understanding of phonics. For those children who do not meet the desired milestone, additional phonics interventions are put in place to help fill the gaps.

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 be supported throughout Key Stage Two with a phonics and/or spelling intervention programme.

Inclusion:

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:

- Following the sequence of phonics learning as set out in Lesley Clarke's Letters and Sounds programme
- Provide same day interventions for those children who need additional support with the learning
- Setting suitable learning objectives for each phonics group
- Responding to the variety of learning styles
- Overcoming potential barriers of individuals and groups by supporting their learning with additional phonic intervention programmes

This is monitored by analysing pupil performance throughout KS1 using the half termly phonics data, scores from the Phonics Screening Check in Year 1 and ongoing teacher assessments for reading.