



Phonics Policy 2016-17

Rationale:

At Sebright 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 Sebright's belief that we first 'learn to read' and then 'read to learn'.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two 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, 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.

Aims:

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use 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 Sebright we follow the Letters and Sounds document’s principles and practice across foundation stage and key stage one – this is supported by teachers using elements from Jolly Phonics and Read, Write Inc. to support the effective delivery of phonics lessons by catering for all children’s needs. In key stage two interventions are based around the use of Read, Write Inc. and supported also by use of elements of Jolly Phonics in order to meet each child’s specific needs.

Teachers use summative assessment to inform effective provision for all children, using this to plan and deliver well differentiated lessons that engage and challenge all children within the lesson. This summative assessment should inform the rate at which children progress through the phases and secure a sound understanding of phonetics.

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.

A good lesson should include:

- Teacher lead exposition
- Whole class, group and individual work
- Tricky word vocabulary

- Social construction and use of phonetics understanding

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.

Expectation:

Children in nursery should be taught phase one through a differentiated approach within the setting on a daily basis. As children become confident in phase 1, phase 2 sounds will be introduced in play based activities. All key persons will be given CPD on Letters and Sounds and the principles behind segmenting and blending.

Children in reception will be taught a discrete phonics session daily for fifteen to twenty minute period as a whole class. Phonics skills are also embedded in writing and reading tasks in literacy sessions. Groups will be differentiated in the Spring term 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 three by the end of reception and have a sound understanding in order to start phase four upon entry to year one. Children are introduced to the “tricky words” and aim to read and write the 45 high frequency words before they enter year 1.

Children in year one have access to high quality daily phonics sessions for twenty to twenty-five 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 one should be to ensure all children have completed phase four and five and be ready to begin phase six upon entry into year two. Children continue to follow the Letters and Sounds “tricky words” and aim to read and write the next 100 high frequency words before they enter year 1.

Children in year two will have access to high quality daily phonics lessons for twenty to twenty-five minutes. Provision should be differentiated to ensure all children reach their full potential. Teachers work with all groups on a rotational basis to ensure all children have access to high quality phonics teaching. The underlying aim in year two is to ensure that all children have successfully completed phase six while revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words' that they have encountered before.

Children in year three who have not reached a sufficiently proficient level in phonetic awareness and application should be given access to a daily phonics session across the Autumn term. Children who by the end of the Autumn term have still not reached a sufficiently skilled level of phonetic awareness will have intervention programmes arranged to provide for this need.

Children in key stage two who have not attained a sufficient skill level in phonetic awareness and application will have provision in small intervention groups in regards to phonics and/or spelling across the key stage.

Roles and Responsibilities:

Literacy Lead, Literacy Deputy, Assessment Lead, Inclusion Lead and Phonics Team

The Literacy Lead Teacher, their Deputy, the Assessment Lead and the Inclusion Lead have the responsibility to ensure that high quality provision of phonics is taking place across the school.

The Phonics team will monitor the provision and resources currently in use for the teaching of phonics. In conjunction with the Literacy Lead, Literacy Deputy and Assessment Lead they will advise on relevant strategic planning in the

provision of phonics – e.g. resources, CPD, improvements in teaching and learning.

Governor Signature:

Headteacher Signature:
