

# Phonics Policy

## POLICY INFORMATION

Ratified by the  
Board of  
Governors

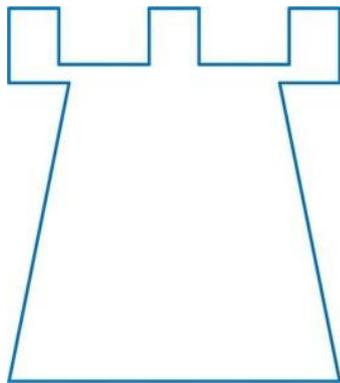
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Chair:

Review date:

## Sheriff Hutton Primary School



Supported Happy Pupils  
Succeed

At Sheriff Hutton 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.

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 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 ensure children use phonemic 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 Sheriff Hutton 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 various sources to support the effective delivery of phonics lessons by catering for all children's 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 1 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 2 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 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 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 when appropriate 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 1. Children are introduced to the "tricky words" and aim to read and write the 45 high frequency words.

Children in Year 1 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. The underlying aim of Year 1 should be to ensure all children have completed phase four and five and be ready to begin phase six upon entry into Year 2. Children continue to follow the Letters and Sounds "tricky words" and aim to read and write the next 100 high frequency words.

Children in Year 2 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. The underlying aim in Year 2 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 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.

