





## PHONICS POLICY

Signed by Chair of RAP Committee during COVID-19	
Signed Acting Headteacher	
Date	June 2020
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## **Phonics**

At Latchford St James C of E School, the systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1 to ensure all children become confident and enthusiastic readers and writers. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics screening check at the end of Year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills. Through phonics children learn to segment words to support their spelling ability and develop their writing skills, as well as blending sounds to read words.

## **Programme of Study**

At Latchford St James C of E Primary School, we use the Department of Education approved document 'Letters and Sounds' and Jolly Phonics actions alongside resources from Phonics Play for our teaching of phonics. This allows our phonics teaching and learning to be progressive from our Nursery class up to Year 2.

Children in our Nursery class work on Phase One phonics, which concentrates on developing their speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. As children move into Reception they continue to build on their listening skills and are introduced to Phase 2 which marks the start of systematic phonics work. They have discrete, daily phonics sessions where they revise previous learning, are taught new graphemes/phonemes, practise together and apply what they have learnt. Through Letters and Sounds, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more (2 letters that make one sound - digraph e.g. ch, 3 letters that make one sound trigraph e.g. igh). Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound. Phonics lessons are differentiated to provide appropriate challenge for all children and to move learning forward. Although the focus in Nursery is Phase One, where appropriate children will be introduced to Phase Two phonics to ensure progress for all. Extra support is provided to those in Year 2 who have not passed phonics screening in Year 1 and interventions are planned for those children who are working below expected levels. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Children in Year 3 and above who need further phonic intervention work will do so through targeted interventions.

## **Planning**

Planning for phonics is separate from the English planning and is recorded on the school's phonics planning format. It should be based on the needs of the children and show differentiation between each phonics group based on the children's abilities and next steps.

## **Assessment**

Teachers regularly assess the pupil's phonics knowledge using individual phonics assessment, PM Benchmarking and the Reading and Writing Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. Assessments are monitored each half term by the phonics lead who will, together with the class teacher, highlight pupils not making expected progress. Assessment informs teachers of targeted intervention sessions that may be needed for those children who may have a barrier within their phonics learning.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

## **Progression**

Children will progress through the phases of Letters and Sounds, beginning with Phase One in Nursery. By the end of the Summer Term, Reception children should be familiar up to the end of Phase Three/Four. By the end of Year 2, children should be proficient in their phonic knowledge and have completed the Letters and Sounds programme move their learning forwards, following Spelling Shed and No Nonsense Spelling schemes.

## **Continuous Provision in the Early Years**

In the EYFS the continuous provision matches the pupil's current knowledge and understanding whilst ensuring the children are suitably challenged through use of Ladybird Challenges in Nursery and Superstar Challenges in Reception. This encourages children to practise applying their current phonic knowledge independently.

## **Reading**

The children are given reading books which they are encouraged to read regularly at home which match their current phonics level. In school, pupils have regular reading sessions with an adult to ensure the pupils are practising and applying their phonic knowledge.

## **Expectations for Home Learning**

Across the EYFS and Key Stage One classes, parents are encouraged to read daily with their child. Regular reading at home should enable the children to use segmenting and blending techniques learned in phonics sessions. In Reception children have homework that is closely linked to the phonics taught that week.

Children in KS1 and KS2 have a subscription for Spelling Shed which is an online resource supporting both phonics and spellings. Teachers set a new spelling list each week based on what is being

taught in class. Children are expected to learn the set spellings, practising them at home. Children from Year 2 - Year 6 then complete a spelling test in school each Friday.

### **Timetabling**

Discrete phonics and spelling sessions in class will be timetabled and taught daily from Nursery through to Year 2. The expectation is that phonics is taught for a minimum of 10 - 15 minutes in Nursery, 15 - 25 minutes in Reception, 25- 30 minutes in Year 1 & 2 (where appropriate) as well as 15-30 minutes on spelling patterns in Year 2 and KS2.

### **Spelling Year 2 to Year 6**

Phonic knowledge continues to underpin spelling in Year 2 to 6. The children study new spelling patterns and common exception words as outlined in the National Curriculum (English Appendix 1: Spelling). In addition, Years 3 to 6 learn statutory words, a mixture of words used frequently in their writing, that are often misspelt. Primarily, teachers apply the Spelling Shed scheme of work, which provides full coverage of the curriculum for each year group. Over time, the children learn about etymology and the role of morphology, using strategies from both the Spelling Shed and No-Nonsense Spelling programmes to aid their knowledge and understanding.

### **How phonics links to our reading books**

At Latchford St James we use several reading schemes in order to give our children a range of different books and reading experiences. Our books have been banded taking into account the whole book and overall phonics content linking to the Letters and Sounds phonics programme.

We understand that children learn to read using a range of strategies, such as, using picture prompts and looking for the initial sound to read a new/unknown word. These strategies will be modelled and taught to children to support their reading development.

<b><u>Phase and Week</u></b>	<b><u>Sounds</u></b>	<b><u>Words</u></b>
Phase 2 week 1 and 2	s a t p m d	
Phase 2 week 3	g o c k	and to I
Phase 2 week 4	ck e u r	the no go to
Phase 2 week 5	h b f ff l ll ss	into
General Phase 2	Recap of above	
Phase 3 week 1	j v w x	we me be
Phase 3 week 2	y z zz qu	he my
Phase 3 week 3	ch sh th ng	she they
Phase 3 week 4	ai ee oo oo	was are
Phase 3 week 5	oa ar or igh	
Phase 3 week 6	ow ur oi ear	you her
Phase 3 week 7/8/9/10	er air ure	they all
General Phase 3	Recap of above	

### **Role of our Phonics co-ordinator**

- Purchase, organise and maintain teaching resources.
- Assist with diagnosis and remediation of learning difficulties / challenge of Most Able, including G&T and offer specialist advice in supporting these children.
- Manage a delegated phonics budget and keep spending within it.
- Encourage and lead training for TAs, teachers and parents.
- Being informed about current developments in the subject.
- Provide a strategic lead and direction for the subject in the school.
- Advise the Head Teacher of any action required (eg resources, standards etc).
- Monitor the standards of children's phonics and the quality of teaching across the school.
- Monitor tracking grids.

### **Equal Opportunities**

The teaching of phonics will be in accordance with the present policy for Equal opportunities. We aim to provide equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the support of teaching assistants where available and through carefully differentiated activities.