

**Sebert Wood Primary School
Phonics Policy**

Date written/revised: October 2020

Next Review: October 2023

Approved by head teacher



BACKGROUND

At Sebert Wood Primary School we have high expectations of all children and the aim of the phonics policy is to ensure they have a firm foundation on which to build reading and spelling skills. Phonics is taught systematically every day in the Early Years and Key Stage 1 classes. In Key Stage 2, the approach is carried on in spelling sessions and also intervention programmes for children who are not making sufficient progress.

High-quality phonics teaching helps children develop their reading, writing, spelling and general communication skills. It helps secure the crucial skills of word recognition that enable children to read fluently, allowing them to concentrate on the meaning of the text. Activities are designed to teach word recognition and decoding skills as well as comprehension skills.

High quality phonics teaching involves:

- A broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- A multi sensory approach encompassing visual, auditory and kinaesthetic activities to enliven core learning
- An emphasis on the precise enunciation of phonemes
- Time-limits, so that the great majority of children should be confident readers by the end of Key Stage 1
- Systematic teaching which follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress
- Discrete and daily teaching at a brisk pace
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- Careful assessment and monitoring of children's progress in developing and applying their phonic knowledge

Beginner readers are taught:

- Grapheme – phoneme correspondences in clear stages (linking spellings and sounds).
- The important skill of blending (synthesising) phonemes.
- Segmenting words into their constituent phonemes to aid reading and spelling.
- Correct pronunciation of phonemes to enable selecting the correct grapheme

We follow the Letters and Sounds approach as outlined in *Letters and Sounds: Principles and Practice of High Quality Phonics*. Sebert Wood Primary School has implemented the programme whereby the six structured phases are followed. Our aim is for children to become confident and independent readers who gain both pleasure and insight from reading.

ORGANISATION OF PHONICS TEACHING AT SEBERT WOOD

Phonics is taught as a discrete daily lesson (building to 10 minutes in Nursery and a minimum of 15 minutes) throughout the Foundation Stage and Year 1. As the pupils progress into Year 2 longer sessions are sometimes used to embed higher order skills. Additional phonics support is provided for those children in Key Stage 2 who have not accomplished Phase Five or Six in Year 2. Letters and Sounds is a time-limited programme of phonics work aimed at securing fluent word recognition skills for reading by the end of Key Stage 1. We aim to follow the recommendations for the Phases covered in each year group, however our

priority is to provide pupils with learning experiences based on their prior skills and current learning needs rather than remaining tied to Phases.

ASSESSMENT and RECORD KEEPING

Assessments will be updated termly on the phonics and high frequency word progress tracking sheets (FS and KS1). Teaching Assistants will also contribute to the record keeping sheet to help inform class teachers. Teachers will support the Literacy leader in monitoring which Phase children are working within each term. Each term the English Leader or Year Leader will also monitor attainment by speaking to a number of children who are secure at the relevant core group phase and undertake some simple assessments.

Pupils in Year 1 will undertake the Year One Phonics Screening Check in June. Those not reaching the required level will receive intensive intervention in Year 2 and be re-assessed the following June. The Literacy Leader will analyse the outcomes of the assessments and discuss the implications this may have for teaching approaches with all staff.

RESOURCES

Letters and Sounds is the main programme used by our staff. It is designed to help practitioners to teach phonics in a structured and systematic way. Staff also use a variety of resources bought or made by the school to deliver specific aspects of the curriculum.

USE OF TECHNOLOGY.

There are many different resources available. Lists of useful websites are stored in; *Teacher / Subjects / Literacy / Letters and Sounds*. Staff are free to add links to useful phonics websites to the list.

WHAT DO WE DO IF WE FEEL A CHILD IS NOT MAKING PROGRESS?

Children who are struggling to acquire the vital skills of blending and segmenting should be given as much help as possible. In the second term of Reception children who are struggling to remember the first set of sounds, having difficulties in blending or otherwise making slow progress relative to their peer group will require support individually or in a small group, for an additional session each day.

Staff must consider whether the child has hearing difficulties in which case parents and/or SENCO should be informed. If pupils throughout the school fail to make adequate progress after a half term of *Quality First Teaching*, including suitable differentiation and additional support, the class teacher should discuss other possible Wave 3 Interventions with the SENCo and English Co-ordinator.

TRAINING

New members of staff (class teachers and teaching assistants) should be offered training as part of an induction programme. Existing members of staff should also have access to refresher training and updates.

USE OF TEACHING ASSISTANTS

Teaching assistants play an extremely important part in the teaching of phonics and need access to high quality training on a 2 year rolling programme.

EXPECTATIONS for the core groups in EYFS, Year 1 & Year 2

Nursery

- Nursery pupils will cover Phase 1

Reception

- Reception Phase 2 (10 weeks) - to be half completed by Christmas.
- Phase 2 (10 weeks) - recommence in January and complete by February half term.
- End of Reception- secure to the end of Phase 3 (10 weeks) and commence phase 4.

Year 1

- Phase 4 revisited (5 weeks) and completed before commencing Phase 5 (30 weeks)

- End of Year 1 - core and extension groups secure on Phase 5

Year 2

- Revisit much of Phase 5 (6 weeks) and Phase 6 (30 weeks)
- End of Year 2 – core and extension groups entirely familiar with Phase 6

WORKING WITH PARENTS

Parents have a vital role to play in children developing secure phonics skills. Parent workshops and talks are planned as part of the year's activities to inform parents about the school's approach to learning and how they can support their child. We encourage parents to use the precise enunciation of phonemes, and support them in understanding the vocabulary relating to phonics (e.g. phoneme, grapheme, etc.). We aim to provide pupils with home reading books that match the Letters and Sounds Phase that the child is working at.