



New Delaval Primary School Phonics Policy September 2019

1. Aims and Objectives

General Statement

Phonics is one of the many skills needed to become a reader and writer. We aim to give children the best possible start on their reading/writing journey by teaching them the essential phonological/phonemic skills and knowledge to decode (spell) words independently from the outset. At the point of reading/writing, children will use phonics as their first strategy to read and spell unknown words until it is embedded and automatic for them. We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a lifelong love of reading and aim to nurture and develop these attributes alongside the phonics program.

Our policy sets out the means by which we ensure consistency and a systematic approach to the teaching and learning of synthetic phonics, as the prime method by which children learn to read and spell independently, automatically and confidently in the first years of their schooling. It aims to reinforce our high expectations for pupil progress. We follow the advice in 'Letters and Sounds', introducing the GPC's in the suggested order in phases 2 and 3, and the activities, games and teaching advice for phases 1 to 5. This is implemented through the use of our phonics program 'Bug Club'. This is an interactive program which follows the systematic and synthetic approach. This resource is supported by 'Phonics Play' which all staff have access to use. Children from Nursery - Year 1 have daily phonics for half an hour. Year 2 children have phonics as and when needed, but the majority of them will move on to SPAG activities (phase 6).

Specific Aims

Children should:

- Learn the skills of phonological awareness and be secure in these skills before moving on to teaching graphemes and phonemes
- Learn the skills of blending and segmenting as they are introduced to the grapheme/phoneme correspondences for reading and spelling. This ensures that from the outset children are able to read and spell simple CVC's with the GPC's they know.
- Be reading with increasing automaticity throughout year groups
- apply their phonic knowledge in the context of reading and spelling in the wider curriculum and understand how and when to do this.
- Develop their spoken language and comprehension simultaneously as they are learning phonics
- Use phonics as their first strategy to decode and encode unknown words until a degree of fluency is reached.

2. Teaching Methods

A discreet session of 30 minutes daily is given to the teaching of high quality, systematic synthetic phonics until children are secure in Phase 5. Songs, actions and stories from 'Jolly Phonics' and 'Read Write Inc.' are used to aid memory when introducing and revisiting phoneme/grapheme correspondences as part of this multisensory approach during the first 3 phases of Letters and Sounds, and until the children are secure in using the initial alphabetic code (44 phonemes).

Phonics sessions are structured in the same way each day and build in strong consistent and familiar routines. In this way children know what to expect/are aware of expectations and are not distracted in their progress towards the learning objective. Practitioners are sufficiently free from organisational barriers (resourcing and onerous planning) to teach the important skills and concepts needed to enable children to make progress. The program Bug Club ensures teachers are following the Revisit and Review, Teach, Practise and Apply sequence.

Children are assessed and grouped according to their phonic knowledge. Transition between groups can be facilitated through the phonics lead.

Marking (spelling)

Staff need to ensure that invented spellings, e.g. *hoam* for *home*, are corrected sensitively and selectively so that a balance is achieved between acceptance of the child's application of current knowledge of phonics and ensuring that invented spellings do not become ingrained. Selection of spellings to correct will be based upon what the child has been taught, i.e., if the grapheme has been taught, the spelling will be corrected if the child continues to spell incorrectly.

Staff will use NDPS marking code.

Learning Environment

Resources in the classroom support the children in applying phonics to reading and writing. In each classroom throughout EYFS and Key Stage 1 (and KS2 if appropriate) there will be a grapheme/phoneme display, tricky word displays and table mats to support children to be independent in their spelling whilst at the same time reinforcing the link between discreet phonics teaching and learning and its purpose in reading and writing.

Grouping:

Grouping for phonics/spelling is decided in response to the needs of the children and the availability of staff. Smaller groups are arranged to enable more precise teaching and to give children access to appropriate year group content. We use assessment data to ensure they are in appropriate groups and following their next steps accurately.

We assess the children phonological awareness covering:

Rhyming recognition

Rhyming production

Word awareness

Syllable awareness

Initial sound identification

Final sound identification

Sound segmentation

Sound blending

Medial sound identification

Deletion task - sounds/ syllables/ compound words

Within phases 2 – 5 we access:
Grapheme – phoneme correspondence
Blending
Segmenting
Tricky word reading
Phoneme/grapheme – writing

If children need intervention or boosters to reach age related expectations in phonics, this is provided in addition to the daily phonics session so that as many children as possible can access their year group learning objectives and reach age appropriate outcomes. Similarly, children who are exceeding their age related expectations have the opportunity to access the next year group's objectives for phonics and spelling.

Phonically Decodable Texts:

Children are not expected to read texts which they cannot decode for themselves until they are reaching fluency. We have a choice of phonically decodable books for both guided and home reading, which are carefully selected to match the children's developing phonic knowledge, so that every child can experience success in their reading by using the skills they have so far been taught.

3. Curriculum

We use the program 'Bug Club' to ensure a consistent system is followed, and that learning can be tracked and monitored within the systematic framework.

Blending and segmenting. Oral blending and segmenting are taught first before being applied to reading and writing. Children are taught that phonemes are blended in order from left to right for reading. They are also taught how words are segmented into phonemes for spelling. These skills are taught throughout each Phase of Letters and Sounds so that as children meet more complex words or grapheme phoneme correspondences they are able to tackle them with confidence.

Common Exception Words (Tricky words)

Children are taught high frequency words that do not conform completely to grapheme-phoneme correspondence rules. We call these 'tricky' words. Children are specifically taught the 'tricky' part of the word and strategies to remember this. They are taught to apply their knowledge of these words in reading and writing. The words are taken from phases 2 to 5 of Letters and Sounds.

Comprehension and reading for meaning

Comprehension and meaning are addressed separately within literacy and wider curriculum planning and policy. Teachers and practitioners are clear about which activities are designed to teach children to acquire word recognition skills, and which will help children develop high-level comprehension skills.

4. Assessment and tracking

EYFS and KS1

We use assessment data to ensure they are in appropriate groups and following their next steps accurately.

We assess the children phonological awareness covering:

Rhyming recognition

Rhyming production

Word awareness

Syllable awareness

Initial sound identification

Final sound identification

Sound segmentation

Sound blending

Medial sound identification

Deletion task - sounds/ syllables/ compound words

Within phases 2 - 5 we assess:

Grapheme - phoneme correspondence

Blending

Segmenting

Tricky word reading

Phoneme/grapheme - writing

If children need intervention or boosters to reach age related expectations in phonics, this is provided in addition to the daily phonics session so that as many children as possible can access their year group learning objectives and reach age appropriate outcomes. Similarly, children who are exceeding their age related expectations have the opportunity to access the next year group's objectives for phonics and spelling.

Key Stage 2

Where children are meeting age related expectations when entering Key Stage 2, the main focus of their learning is spelling.

Children who have not met expectations in their phonics screening by the end of Key Stage One are monitored closely by their class teacher with guidance from Phonics Lead.

Monitoring and evaluation

The phonics lead will oversee teacher's assessments of all pupils and ensure that children receive intervention, catch up/accelerated learning where appropriate and needed. Monitoring is carried out using assessment evidence to generate data which provides a picture of what the needs for intervention and support or acceleration are, and the impact of teaching and learning. Any children causing concern will be discussed with the Special Needs co-ordinator and suitable action plans will be put in place.

5. Parental Involvement

At new starter meetings, parents will be made aware of the school phonics structure. Written information is given to new parents. In nursery parents will receive a phonological awareness pack for home. In Reception parents receive phonics blending and segmenting pack alongside a phonics book and homework. In KS1 parents receive s phonics book, homework and screening support materials. Parents are invited into school weekly throughout KS1 and EYFS for reading workshops linked closely to phonics development.