

ENDEAVOUR ACADEMY

PHONICS POLICY



Introduction

This policy outlines the teaching, organisation and management of Phonics taught at Endeavour Academy. We believe that Phonics plays a crucial part in helping children towards becoming confident readers and writers, and in paving the way for them to later learn spelling strategies, through the teaching of Spelling, that will enable them to write fluently.

This policy relates to children in the Early Years Foundation Stage, Key Stage One, and Key Stage Two. This document is intended for all teaching and non-teaching staff, the school governors, parents, and inspection teams.

Our Aims

- To ensure consistent practice and continuity in the teaching of phonics and spelling throughout the school.
- To differentiate the teaching of phonics and spelling so that children of all abilities are given sufficient challenge, but still experience success.
- To teach strategies that will help children towards becoming fluent in their reading and confident in their spelling.

Curriculum Entitlement

At Endeavour Academy we follow and show fidelity to the Floppy's Phonics programme. This begins as children begin their learning journey in Nursery with stage 1 and progresses for children until they reach the Phonics Screening check in the Summer term of Year 1. The closely planned calendar for each year group follows a 2-session approach for each sound(s) as recommended within the Floppy's Phonics programme. This helps to ensure children have skills to practice & apply using the newly taught sounds. Sessions last approximately 20 minutes and happen daily within EYFS & KS1.

Nursery

Phonics teaching will begin in the Nursery and will initially be based around the seven aspects outlined in Stage 1. These are built around several Floppy's books that encompass all elements of Stage 1. These provide children with a wide range of speaking and listening activities and encourage them to 'tune into sounds. As the children progress through their Nursery year, children begin to access stage 1+ and stage 2 sounds, following the Floppy's Phonics programme. The sessions will be supplemented with continuous provision enhancements within indoor & outdoor provision.

Reception

Daily formal phonics teaching, in sessions of approximately twenty minutes, will occur within Reception. Children new to setting will be baselined to ensure children begin accessing the phonics teaching necessary. Whole class teaching will initially focus on practising & applying Stage 1+ & 2

sounds before covering Stages 3 & 4 to ensure readiness for KS1. Children will be encouraged to apply these key sounds in various challenges within indoor & outdoor continuous provision.

Key Stage One

Daily Phonics teaching will continue throughout Year 1 to support children as they approach the Phonics Screen. We expect that most children will be secure at least Stage 5 by the end of Year 1. Children will work through Stages 5 & 5a where alternative sounds are introduced alongside the practice & apply of sounds previously taught. Year 1 children will be monitored closely using gap analysis to ensure children are sound with the phonics required for the Phonics screen. It is expected that children will apply these sounds within their written subjects in Year 1. Children who have passed the Phonics screen will progress to spelling foci within Year 2, whilst any children still requiring Phonics will continue to have daily Phonics sessions alongside boosters & interventions, which will be through No Nonsense Phonics before progressing onto Project X Code in late Year 2.

Key Stage Two

It is envisaged that most students will be secure in phonics before beginning the KS2 curriculum. Any children still requiring Phonics will receive regular support & booster sessions for as long as needed. This will be through the Project X Code intervention, completed with a TA 2/3 times per week. Additional support will also be provided in class.

Special Educational Needs

Where children are identified to be making significantly slower than expected progress in phonics, the support will come through extra daily reads. Endeavour Academy has a range of books required for children who are falling behind to try and diminish the difference. Students who are falling behind may also be placed within intervention groups that will cater for their needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with Special Educational Needs.

Developing Mastery and Depth within Phonics

Planning will account for activities and questions designed to support and develop mastery and depth of knowledge and skills at a level appropriate to each child as they move through the curriculum. The structure of the Floppy's Phonics programme is designed to support the development of independent application of Phonics. Students who progress through the whole class activities at a quicker pace will use the cumulative texts in various ways to develop their decoding & fluency further. Teachers must have a bank of resources ready to access for these students in all Phonics sessions.

Resources

- Floppy's Phonics online programme & handbooks (1 & 2)
- Reading book match up documentation.
- Other items that support the teaching of Phonics and Spelling – whiteboards and dry wipe pens, phoneme frames, magnetic letters, etc.

Assessment and Recording

Children in Nursery and Reception will be assessed against objectives, in appropriate age bands, for Reading and Writing outlined in 'Development Matters in the Early Years Foundation Stage'. Children will be regularly assessed using the Floppy's Phonics assessment activities that progress up until the Phonics screen in Year 1. Each half term the children are tracked using the Floppy's Phonics tracker to monitor how secure & independent children are in using the sounds. These are checked by the Early Reading team to ensure books & activities match the child's current levels and help to meet their next steps. These trackers are then passed along to the next child's class teacher. Assessment will be based on observations throughout the daily phonics sessions and individual assessments, where appropriate. Teachers will also observe how well children are using Phonics in their reading and writing. Assessment will also take place within the Project X code intervention programme.

Children in year 1 will also regularly be assessed using the Floppy's Phonics assessment activities as well as undertaking practice Phonics screen assessments. Gap analysis will occur after each practice assessment to help finesse future teaching. At the end of Year One, all children will take the statutory National Phonic Screening Check. Those who do not achieve the required pass mark will receive appropriate intervention and re-take the test at the end of Year Two.

Parent Engagement

Endeavour Academy encourage parents to take a very active role in their child's learning of Phonics. Parents are invited into school for various workshops & meetings on how to support their child throughout their Phonics journey. Parents should read with their children on a regular basis to help build their child's confidence in using the Phonics taught in school. Parents attend 2 parents' evenings a year, where Phonics, Reading & Literacy targets are shared with parents making it a united process to help a child become adept at using Phonics.

Monitoring and Evaluation

It is the responsibility of the Phonics Leader to develop good phonic teaching practice in school and assist staff in this area with the support of the Senior Leadership Team. The Phonics Leader will

also monitor the impact of this policy and evaluate how it works in practice and make changes as and when appropriate. This may be achieved through:

- Leading training to give in-house Continuing Professional Development for staff, sharing new resources and ideas.
- Working alongside EYFS staff to ensure a positive and effective transition for children from feeder pre-schools.
- Analysing pupil trackers to develop next steps for Phonics across key stages/school.
- Talking to staff about phonic teaching and learning in their class and groups, appropriateness of resources and assessment.
- Talking to children about phonics – attitude and approach in all areas
- Book / work scrutiny/planning to see phonic application across all areas.

Review

The Headteacher, English lead & subject lead will monitor and review this policy each year.

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Ryan Johnson

Phonics Subject Leader