



Enfield Academy of New Waltham

Phonics Policy

Written	July 2019
Last review	September 2020
Reviewed annually	

At Enfield Academy we use systematic teaching of phonics to support children in learning to read and write. As children progress in their phonic knowledge, children will move on from learning letters and the sounds that they make, to using and applying this knowledge to read and write words, then into reading and writing sentences. We give the children the opportunity to use and apply their phonic learning through games and activities so that they then use this in their independent reading and written work.

Objectives

To ensure that children progress in their phonic knowledge through:

- Daily phonic sessions
- Phonics being promoted as a tool to help children decode words to read and spell
- Children being encouraged to use and apply their phonic knowledge in independent work and guided reading sessions

Planning

Planning in school is based on the LCP Letters and Sounds document and is supported with Jolly Phonics. Reception to Year 2 follow midterm planning that ensures consistency in the teaching, learning and progression in children's phonic learning. The phonics planning allows opportunity for sounds to be revised, new sounds to be taught, children to read and write words and apply their learning through a game/ activity. Currently children in Year 3 and 4 that have not completed the phonics programme continue with intervention in the relevant phases where needed.

Teaching*

All children (Reception - Year 2) have a daily phonics session of 15-20 minutes. In EYFS as children enter the school they are assessed as to their phonemic awareness and then grouped accordingly. In EYFS a focus on developing children's phonic

awareness and Phase 1 skills is also taught within the daily provision during free flow sessions. Children are then grouped across the EYFS. In KS1 children are grouped according to their ability and are streamed across the stage.

Cross Curricular Links

In the school we recognise the impact good phonics teaching can have on children learning to read and write, but we see it as part of a rich literacy curriculum. Children are exposed to a wide variety of books and texts to encourage their love of reading. During literacy sessions we encourage children to apply their phonic knowledge to read and write.

In the Early Years, children are given the opportunity to develop their mark making progressing into early writing and then writing for a purpose using their phonic knowledge.

Inclusion, including provision for gifted and talented, EAL and SEN

Phonic lessons are streamed so that the task is directly matched to children's phonic level. Regular assessment is used to ensure that children are in the correct phonics groups. Streaming allows children that benefit from learning in smaller groups to do so and for adults to be able to accommodate abler children who have been identified.

These children will be allowed to work at a faster pace and be challenged with the application of their phonics. Children with SEN either work in a group or with a Teaching Assistant to provide additional support, or they work individually on their phonic targets, depending on their needs.

Children who do not pass the Year One phonics screening test during this year, have the opportunity to repeat the test when they are in Year Two.

We acknowledge that for most children regular Synthetic Phonics lessons are the best way to learn, but some children require a different approach. For those children we run Direct Phonics

programmes, where children work in a smaller group and they learn through cumulative and repetitive patterns.

Assessment

Assessment is carried out at the end of each Phonics phase to assess the children's knowledge and to determine appropriate groupings. This information is used to identify areas that need to be revised or repeated.

Standards

In Year One, children take part in the national phonics screening test. This assessment gathers information on the children's ability to blend and segment decodable words to read, and their recognition of 'tricky' non-decodable words.

Monitoring

The Phonics Champion regularly offers peer observation sessions where class teachers and support staff have the chance to observe best practice lessons to support their own teaching of phonics. The Phonics Champion ensures that all adults teaching phonics are well equipped with secure subject knowledge.

Involving parents*

Workshops for parents are run throughout the year. These workshops focus on developing parents' subject knowledge in the teaching of phonics and on supporting them to work alongside their children in phonics activities.

Mrs A Johnson - Phonics Champion
September 2020

*Due to the covid-19 pandemic and the requirement for social distancing and class bubbles, the information above may differ during 2020 - 2021.

Phonics Milestones at Enfield Academy of New Waltham

At Enfield Academy, we follow Letters and Sounds as our Phonic Scheme. The children use some 'Jolly Phonics' actions to support them with their recognition of these sounds. Phonics is taught with a hands on approach and is used throughout the day in all subjects area.

Phonics is taught daily throughout Key Stage One and the children are grouped appropriately with regards to the phase they are accessing.

The children begin their phonic journey when they enter Reception on Phase 2 learning the initial sounds 'SATPIN'. By Christmas, the children will begin Phase 3 of Letters and Sounds. This stage introduces the children to digraphs, trigraphs and vowel digraphs and by May, the children should be accessing Phase 4, which will encourage them to blend polysyllabic words and teach the children valuable decoding strategies.

As the children enter Year One, their class teacher will recap Phase 4. The children will then move straight onto Phase 5. This Phase is split into two parts 'a' and 'b'. Phase 5 encourages the children to apply their learning to their spellings, focusing on split digraphs and alternative sounds and spelling patterns.

The children will finish Year One by completing a phonic screening test. This assesses if the children are applying their skills to help them decode real and 'alien' words.

When the children enter Year 2, the children who still need support in Phonics will continue to access daily teaching revisiting phases they still require support in. Please find below a definition of the vocabulary we will be using throughout our phonics teaching.

Phonics Vocabulary

Vowel Digraphs - 2 vowels that make one sound

Digraph - 2 letters that make one sound

Trigraphs - 3 letters that make one sound

Consonant Cluster - A group of consonant letters together.

Split Digraphs - 2 letters that are together but a naughty consonant will try to split them up!

Polysyllabic words - Word with more than one syllable

Phoneme fingers - To support children in sounding out words they are reading or spelling.

Phoneme Frame - To help children in reading and spelling words, putting in each phoneme in a separate frame.

Sound Buttons - To support the child in recognising the individual sounds in the word.

Due to the covid-19 pandemic and a lengthy school closure, the milestones identified above may be different during 2020 - 2021.