



Enfield Academy of New Waltham

Phonics Policy

July 2019

At Enfield Academy we use a 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 continuous provision, 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 mid-term planning that ensures consistency in the teaching, learning and progression in children's phonic learning. The phonics planning allows the opportunity for sounds to be revised, new sounds to be taught, children to read and write words and apply their learning through games/activities. Currently children in Year 3 and 4, who 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/spelling session of 15-20 minutes. In EYFS, as children enter the school, their phonetic awareness is tested and then they are grouped accordingly. In EYFS, a focus on developing children's phonic awareness and Phase 1 skills is also consolidated within daily

continuous provision. Children are then grouped across the EYFS. In KSI children are grouped according to their ability and are streamed across classes.

Cross Curricular Links

At Enfield, we recognise that excellent phonics teaching is at the heart of children learning to read and write, as part of a rich literacy curriculum. Children are exposed to a wide variety of books and texts, which match their phonic awareness, 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, who benefit from learning in smaller groups, to do so and for adults to be able to accommodate children, who require further challenge. These children are allowed to work at a faster pace and be challenged with the application of their phonics.

Children with SEND 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 2.

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 1 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 Early Reading and 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 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.

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