



PHONICS POLICY

Date of Policy Creation:	2018	Review Date:	September 2020	Responsibility:	T & L
Head teacher	Mr Christopher Parkhouse	Signed:		Date:	
Chair of Governors	Margaret Beagle	Signed:		Date:	

Policy Review

Date:	Notes:

Introduction

At Grove Road Community Primary School we strive to ensure that all children become successful, fluent readers and writers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading / Writing for Pleasure' culture.

The National Curriculum (2014) and Rose Report (2006) emphasise high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'. Alongside this there is an expectation that children use phonics to underpin their spelling when writing, including words containing 'unusual' GPCs (grapheme-phoneme correspondences) and 'common exception words'. This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the EYFS (Early Years Foundation Stage) Key Stage One and on into Key Stage Two for children who still need this further support.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and game based.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.

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- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading and spelling.
- To provide children with strategies to identify and decode 'tricky words.'

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to confidently tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Curriculum, Teaching and Learning Guidance

At Grove Road Community Primary School we follow the National Curriculum and we use the 'Letters and Sounds' document's principles and practice across the EYFS and Key Stage One. This is supported by teachers using specific actions from Jolly Phonics to support the effective delivery of phonics lessons by catering for all children's needs. In Key Stage 2 'No Nonsense Phonics' interventions are led by the intervention team of Learning Support Assistants. Children identified for intervention include children who haven't passed the phonics screening test, children who are new to English and would previously have been supported by the MEA hub, children with specific SEND needs and children who cannot access No Nonsense Spelling in their own classroom. No Nonsense takes Teachers use assessment to inform effective provision for all children, using this to plan and deliver well differentiated lessons that engage and challenge all children within the lesson. This assessment should inform the rate at which children progress through the phases and secure a sound understanding of phonics.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention time in Year Two to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics intervention in Year Three and throughout their time in Key Stage 2 where required.

Planning for phonics will be done separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

- Revisit / review – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / words
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words

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- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Further application – Apply phonic skills in future reading / writing tasks including those in other curriculum areas

Organisation

Children in Nursery should be taught Phase 1 through a differentiated approach within the setting on a daily basis. Children will be introduced to Phase 2 by the end of their time in Nursery through 15 minute inputs and this will be consolidated on entry to Reception. Phase 2 will commence in Reception by Week 4 of the Autumn 1 term. Children will progress on to Phases 3 and 4 in Reception and this will be consolidated on entry to Key Stage 1. In Year 1, following consolidation of Phases 3 and 4, the children will progress on to Phase 5 on a sound per day basis. The aim will be for children to be ready to engage with Phase 6 phonics / No Nonsense upon entry to Year 2. Phases 2-5 will continue to be explicitly taught in Year 2 for those who failed the screening test / late entry children and the rest of the Year 2 cohort will progress on to specific Spelling, Punctuation and Grammar (SPAG) work detailed in the School's English Strategy.

Children in Reception will be taught a discrete phonics session daily for a thirty minute period as a whole class. This is supported by specific phonic based tasks in classroom provision, such as writing captions or labels. Phonics lessons will take on a similar format in Key Stage 1 however the writing / application section will increase by ten minutes, leading to a 40 minute phonics session. Phonics skills are also embedded in writing and reading tasks in Literacy sessions.

Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. Children are introduced to the "tricky words" and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1.

Children in Key Stage 2 who have not attained a sufficient skill level in GPC awareness and application will have provision in small intervention groups in regards to phonics and/or spelling across the key stage.

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Classroom Environment

In each EYFS and Key Stage 1 classroom is an age appropriate Phonics display, concentrating on both sounds and key words individually and in context. Newly taught sounds will be clearly evident in classroom provision and staff will model / scaffold the application of new and previously taught sounds throughout their interactions with children (e.g. segmenting and blending to spell in a writing session). Words in the environment using recently taught sounds will have 'sound buttons' or be laid out in phoneme frames where required to support children with accessing or reading them independently.

Parental Involvement

A Phonics Workshop for Reception parents is held in the Autumn term and there are two Phonics Workshops for Year 1 and Year 2 parents during the year.

Assessment

Teacher assessment will support with grouping in EYFS for phonics inputs and in KS1 screening test mocks will be completed termly to support with grouping following a baseline screening test completed in Autumn 1. Alongside this PIRA tests and mock SATS papers will be delivered alongside teacher assessment of reading and writing to support pitching learning and targeting interventions in Key Stage 1.