HIGH CLARENCE

PRIMARY SCHOOL



Phonics Policy

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| Reviewed  | March 2022 |
| To be updated: | March 2023 |

**High Clarence Primary School - Phonics**

**Intent**

Read Write Inc (RWI) provides the systematic synthetic phonics programme at High Clarence Primary that all our children can access. Adaptations are made to the programme to support children to keep up.

We have high expectations of all children and the aim of the phonics teaching is to ensure they have a firm foundation on which to build reading and writing skills. High quality phonics teaching helps children develop their reading, writing, spelling and general communication skills and to support the children to have a love for reading and writing.

Our children are entitled to a Phonics curriculum which enables them to:

• Gain a progressively deeper understanding of the phonetic structure of the English language.

• Apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately.

• Read rapidly to apply what they have learned across the whole curriculum.

• Create fluent readers, confident speakers and willing writers.

• Develop a life-long love of reading.

Parents will have a good understanding of how phonics is taught in school, including key vocabulary, and know how to support their children in phonics activities.

Children will continue to develop and use their phonic skills throughout school and use them across all curriculum subjects. There will be evidence of the children applying their phonic skills in both reading and writing activities.

All teachers and teaching assistants will have good subject knowledge and be confident in modelling the correct articulation of the sounds.

Through the provision of varied opportunities to access phonics children will reach their full potential. They will be equipped with the key tools needed to become fluent readers. Children in vulnerable groups will attain as well as those in the non- vulnerable groups.

**Implementation**

In line with the school’s commitment to excellence in phonics, each class in Reception and KS1 will teach phonics as a discrete lesson every day and will include phonics as part of teaching and learning throughout other curriculum lessons on a daily basis. The structure of each lesson at High Clarence and the journey of phonics across the week teaches all aspects of phoneme/grapheme correspondences and blending and segmenting of words as well as common exception words; lessons are uniquely planned and tailored to meet the needs of all our learners. (see Appendix 1). Multi-sensory learning opportunities feature strongly in high quality phonic work and often encompass, variously, simultaneous visual, auditory and kinaesthetic activities involving, for example, physical movement to copy letters shapes and sound, and manipulate magnetic or other solid letters to build words.

All phonics lessons are planned in a clearly defined, incremental sequence:

REVISIT & REVIEW: Revise previously taught sounds and graphemes using flashcards and sounds frieze

TEACH: Introduce new sound and grapheme using flashcards, frieze and interactive resources.

PRACTISE & APPLY: Pupils extend their core skills through focused activities both independent and adult led

All staff have completed CPD in the teaching of phonics, including how children’s skills progress from stage to stage. Phonic sessions are observed on a regular basis and any areas for improvement are identified and form a focus for the next observation. Book scrutinies are used to identify if children are applying their phonic knowledge when spelling words in their independent writing across all areas of the curriculum. When listening to children read during both guided and individual reading, all staff comment on the children’s use of phonics and identify if reinforcement is needed.

There is a strong emphasis on the application of phonic knowledge at the point of learning therefore an activity is planned directly after teaching to consolidate a particular skill. Writing and reading occurs in all phonics lessons.

**Assessment**

Children are assessed every six weeks to determine their ability to identify each sound and also to read words using the phonic skills they have developed. They are monitored on a daily basis and children who experience difficulties with their phonic development and have problems with progressing through the acquisition of phonic skills have one to one intervention to revisit, reinforce and consolidate. Difficulties may be related to speech development or hearing development and this will be supported with specialist advice as appropriate.

**Special Educational Needs (SEND)**

Appropriately structured work is planned for SEN children using one to one phonic interventions as well as extra support during daily phonic sessions. These children continue to be tracked and monitored in Key Stage Two to ensure that specific issues are identified and then addressed.

**Early Years**

Phase 1 Phonics has a huge impact on early reading and writing so it is essential when children enter our nursery that we help prepare them for this phase working in partnership with parents /carers. On entry to nursery we focus predominantly on the prime areas of learning; Personal, Social and Emotional Development, Communication and Language and Physical Development for each individual to develop the core foundations to prepare them so they are ready to participate in Phase 1 activities and other specific areas of learning. We ensure children’s early interactions and experiences evolve around these three areas of learning. We focus on communication and quality interactions to promote confidence in our children. We foster a love of stories, rhymes, songs and talk through play; so our children discover lots of sounds and get used to hearing and repeating them. When they show interest, readiness to sit (core strength,) take turns, co-operate and maintain attention then we start their Phase 1 phonic programme of learning. The activities are structured systematically and within each aspect the children will recap, discover, apply and review.

Children in our Early Years are taught to learn to tune into sounds (auditory discrimination), listen to and remember sounds (auditory memory and sequencing) and to talk about sounds (developing vocabulary and language comprehension). Therefore it is vital that any speech, language or hearing problems are identified as soon as they enter Nursery. School works closely with a number of outside agencies to provide the help and support needed as well as employing a Specialist Speech and Language teacher to work in school on a weekly basis.

To develop phonic skills it is crucial that children are able to discriminate sounds therefore in Nursery children are assessed to determine if they can distinguish one sound from another. Through daily phonics they are given the opportunity to experiment with sounds, playing games and identify environmental, instrumental and body sounds. Children are encouraged to say sounds correctly and staff continually reinforce this. Rhymes, stories and songs are continuously used throughout their time in Early Years to develop their rhyming skills, their imagination, their ability to join in with repetition and recall sounds they have heard. There are several programmes/interventions used when necessary in Early Years to support these skills including BLAST, Time to Talk, Firm Foundations and NELI.

By the end of Nursery the children will be able to discriminate between voice sounds, environmental sounds as well as be able to hear initial sounds in words. This fun phase is crucial preparation for their RWI journey. By the end of Reception all children will have been introduced to Set 1 and 2 sounds They will be able to blend to read simple words as well as segment to spell simple words using the sounds they have been taught.

The RWI programme provides resources to support the teaching of lower case letters and capital letters correctly with clear start and finish points. We ensure children are taught how to form each grapheme with lively mnemonics which is embedded and reinforced at every opportunity.

**Key Stage One**

In Key Stage One children build on their phonic knowledge by continuing to be taught phonics systematically and in small differentiated groups using the High Clarence phonic programme. Children are introduced to the alternative ways of spelling the sounds they have already been taught as well the alternative ways of pronouncing the sounds.

By the end of Year 1 children will have been introduced to all Set 1,2 and 3 sounds and will use this knowledge to decode more complex words when reading as well as using them to spell words when writing independently. They will be able to break down spoken words and use the 40+ phonemes they have been taught to spell them.

By the end of Year 2 the children will be able to say the sound for 40+ graphemes. They will also be able to spell words using the 40 + graphemes and alternative sounds of these graphemes.

**Key Stage Two**

When children enter Key Stage Two there is a high expectation that the children continue to apply their phonic skills when reading and writing. The children who do not pass the repeat Phonics Screening Check in Year 2 continue to be tracked and monitored using both the Phonic Screening materials and School based assessments. They will also receive 1-1 /small group phonics interventions specific to their needs.

Any issues are identified for specific children and one to one interventions planned. In some cases they continue to work in a small group with Key Stage One children to further develop their knowledge and skills. Phonic resources are available for them to use and they are encouraged to continue to blend and segment using the skills taught.

**Independent Reading Books**

Children who are progressing through the High Clarence Phonics programme will take home phonetically decodable independent reading books, chosen by the class teacher, which have been carefully matched to the stage they are at. This will ensure they will be able to successfully read the sounds and common exception words that they have been taught in school. In the first few weeks of Reception, children will have wordless books to support their love of reading and develop the ability to become a storyteller. It will also ensure that the children have had a chance to build their knowledge of sounds and the skill of blending in preparation for accessing decodable texts. Children will begin to read books with words when they are ready.

Children will not move on to the next set of reading books until they have learned and secured the relevant sounds and common exception words within that stage.  This may mean that children will have to read books more than once from a particular set.   Class teachers will keep records of the relevant sets / stages of books for each child

Children who read beyond orange level are able to select their own reading book as they will have secured all necessary phonic knowledge required to decode unknown words.

**Impact**

At High Clarence we want children to have a love of books and reading. We want them to see themselves as readers. Children will become more confident to use their decoding skills independently to access a range of texts and to read and spell more complex words when writing. This in turn will have an impact on their fluency which will enable them to deepen their understanding of what they have read.

There are only a small percentage of children who do not attain the Phonics Screening Check in Year 2, these children will continue to be tracked and monitored

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| Jun 2019 | Dec 2020 | Dec 2021 |
| 9/14 64% (Y1) | 3/7 43% (Y2) | 6/9 67% (Y2) |

 **Ofsted reported that:**

“Since the last inspection the training and development for all staff who teach phonics, and consistently in delivery of phonic lessons, has led to more pupils learning to read with accuracy and fluency”

“Staff training and clear direction in phonics teaching, including consistency in the delivery of one phonics programme, has resulted in pupils getting off to a better start in reading. Teachers and teaching assistants generally model sounds well. They use lively routines and strategies to develop pupils’ skills and confidence in decoding words.”

L Brown/N Woodall

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