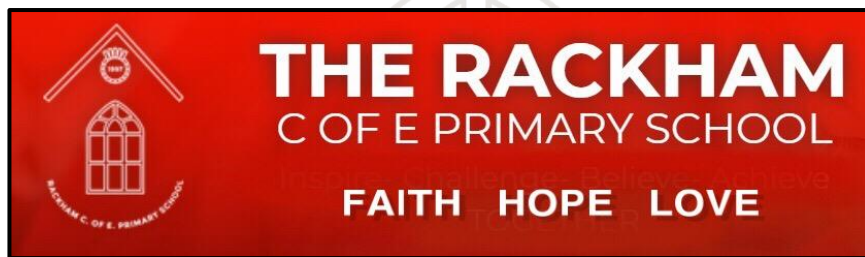


Rackham (CE) Primary School



Phonics Policy

Policy Number: SCH 019

Date: March 2021

Aims

The aims of this policy are to provide teachers, governors and parents with an outline of how we teach phonics at Rackham Primary School.

National Curriculum Expectations

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment' National Curriculum 2014

'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasized in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.' National Curriculum for English 2014'

Our Philosophy

At Rackham we believe that the teaching of high quality systematic phonic work is the prime approach to decoding print.

We enable children to start learning phonic knowledge and skills systematically from when they arrive in Reception with the expectation that they will be fluent readers having secured word recognition skills by the end of Key Stage One.

To fully prepare the children for the KS1 screening test that takes place in June of each year during Year One.

- We teach discrete daily sessions.
- We enable the children's progress to be assessed.
- We use a multi-sensory approach so that children learn from visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills.
- We teach children to apply their phonic knowledge and skills as a first approach to reading and spelling.
- Children are taught high frequency words, including common exception words, as outlined in the National Curriculum 2014
- We ensure that children have the opportunity to read texts and spell words that are within their reach of phonic knowledge and skills even though every single word in the text may not be entirely decodable by the children unaided.
- We ensure that children hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Guidance and Schemes

In Reception and Year 1 we teach phonics following guidance from 'Letters and Sounds'. We support this teaching through the use of 'Jolly Phonics'.

In Year 2 we use 'No Nonsense Spelling' alongside Letters and Sounds Phase 6.

Planning

We use LCP planning guidance. This follows the progression of, and references, letters and sounds. We adapt these plans as needed to meet the needs of the children.

LCP planning guidance <https://www.lcp.co.uk/wp-content/uploads/2019/07/Phonics-Planning-3rd-ed-Sample.pdf>
Staff complete weekly planning for phonics which ensures progression and effective, high quality teaching.

Daily Lessons:

Discrete phonics lessons take place daily across Reception and Key Stage 1. They follow the structure of 'Review, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and they are able to apply them in context.

These lessons proceed with pace and use a range of interactive and practical resources. Activities are carefully chosen to ensure that children develop skills in aural discrimination, phonemic and rhyme awareness, blending and segmenting as well as grapheme correspondence.

The children are set according to ability and the phase in which phase they are working as needed.

In KS2, phonics interventions are provided for those children who have not passed the phonics retake in Year 2 and for children who are not secure within phase 6 as they move into Year 3.

Resources

All teachers have access to a range of practical resources to use, which are appropriate for the level at which the children are working.

The school uses interactive resources such as those on www.phonicsplay.co.uk

We expect there to be phase appropriate displays in both Reception and Key Stage One classrooms and intervention rooms, to support the teaching and application of phonics in reading and writing.

High frequency words and vocabulary, as cited in the National Curriculum 2014, also need to be on display or available as word mats in every classroom.

Phonics Intervention

Children who have been identified as needing extra support to develop their phonic knowledge are targeted for planned interventions. This may continue into KS2 as necessary.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Phonic assessments are undertaken each term against the appropriate phase. It is the class teacher's responsibility to monitor the progress made by all children in their class, regardless of their phonic group.

In June each year, Year One children have to undertake a phonic screening test where pseudo and real words have to be read with a teacher on a one to one basis. The pass mark for this test over the past 6 years has been to read 32/40 words.

At the time of writing the National Average of children passing the phonics check is 82%

Children who do not pass the Year One Phonics Screening Check are identified at the end of year for additional support in Year Two where they will then repeat the phonics check.

Responsibilities

The Phonics Lead

The phonics leader is responsible for phonics throughout the school.

This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work.
- Advising on in service training for staff. This will be in line with the school development plan and post OFSTED plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school.
- Resourcing this area of the curriculum across school.
- Monitoring the quality of teaching and learning in phonics across school.

Class Teacher

- Ensuring progression in the acquisition of phonic knowledge
- Developing and updating skills, knowledge and understanding of phonics.
- Identifying needs in phonics and take advantage of training opportunities.
- Keep appropriate on-going records.
- Plan effectively for phonics.
- Informing pupils and parents of the children's progress, achievement and attainment.

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

Approved and signed by:

Headteacher

Signed:

Date:

Chair of Governing body

Signed:

Date:

