



## **Phonics Policy**

### **Seven Stars Primary School**

This policy was written by Rachel Warner. It will be reviewed and revisited in November 2021. This Policy covers our approach to Phonics throughout our school.

Taken from the Open Doors Curriculum:

#### **Door 1 – Core Knowledge and skill**

We believe that an effective curriculum for Reading, Writing, Maths and Science is a door for all pupils to enter into a more fulfilling and hopeful life where they can flourish and aspire to reach their full potential having a positive impact on the flourishing of those around them. Phonics develops children's reading which allows children to lead more fulfilling and hopeful life.

#### **Purpose of study**

Children will:

- Develop and use effective phonics skills.
- Develop and learn strategies for spelling with confidence and accuracy.
- Spell words accurately within the correct context.
- Take responsibility for proof reading and editing.
- Recognise that spelling is an integral part of their writing.
- Apply strategies that suit their learning styles (i.e. visual, auditory and kinesthetic).

#### **Aims**

- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To give children word work strategies that will enable them to become fluent readers and confident writers.

These aims will be delivered by:

- Quality daily phonics lessons that last between 20-30 minutes.
- Careful differentiation for all ability groups, addressing the needs of children with special educational needs and gifted children, based on ongoing formative assessment and teacher judgement. Usually children are in groups between 1-20 children.



- Well planned interactive lessons, delivered at a steady pace, that keep children engaged and focused.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.

### **Curriculum planning**

As a school we have chosen Phonics Shed scheme of work which is a systematic synthetic phonic (SSP) programme. The scheme of work supports our teachers in delivering fun and engaging lessons which helps to raise standards and allow all pupils to reach their full potential and become fluent confident readers. We are confident that the scheme of work more than adequately meets the national vision for Phonics.

### **Organisation**

#### **EYFS**

- In EYFS, our pupils follow a high-quality, systematic programme of phonics teaching. Along side our teachers planning which ensures we are making the maintaining the right pace for our students.
- Each phonic session includes recap, intro, whole group, independent and plenary.
- Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all pupils to apply their phonic knowledge when spelling in all curriculum areas.
- Towards the end of the reception year, pupils are identified by an intervention teacher to determine who will need extra help to achieve their full potential. Pupils continue this additional intervention when necessary to ensure as many pupils as possible reach Chapter 4 by the end of Year 1.
- All data from the children will be tracked on an assessment tool.
- Children move groups at any point throughout the year depending on staff judgements. The groups are fluid and children move depending on necessary support.

#### **Year 1**

- In Year 1 our pupils follow high- quality, systematic programme of phonics teaching. Along side this our teachers plan / edit / adjust the programme which ensures we are maintaining the right pace for our pupils
- Each phonic session includes recap, intro, whole group, independent and plenary.
- Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all pupils to apply their phonic knowledge when spelling in all curriculum areas.
- By the end of Year 1, it is our expectation that the majority of our pupils will be secure at spelling Chapter 4 words. Pupils who do not secure Chapter 4b by the end of Year 1 are



given additional support and intervention, throughout Year 2. However some children still receive phonic support in further year groups.

- As children complete Chapter 4b they will complete the final objectives as outlined by the National Curriculum for Year 1.
- Children move groups at any point throughout the year depending on staff judgements. The groups are fluid and children move depending on necessary support.

## **Year 2**

- In Year 2 some small pupils follow high- quality, systematic programme of phonics teaching . Alongside this our teachers plan / edit / adjust the programme which ensures we are maintain the right pace for our students.
- Each phonic session includes recap, intro, whole group, independent and plenary.
- Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all pupils to apply their phonic knowledge when spelling.
- The majority of Year 2 children begin the spelling shed programme within the Spring term..
- Children move groups at any point throughout the year depending on staff judgements. The groups are fluid and children move depending on necessary support.

## **Phonics Screening**

Phonic screening takes place in June, for all Year 1 children. They are asked to read 20 real words and 20 pseudo words. The pass rate for the phonics screening is around 32. If children do not pass they are given further support in Year 2. This can include fast track phonics interventions with Mrs Warner, class teacher and support staff. These children then sit the test again in Year 2.

## **Assessment**

- Children will be assessed at the end of each term. (See appendix i) Children will be moved into different phonic groups based on teachers and support staff discretion.
- Phonics assessment will be passed on to the next teacher each year.
- As a result of assessments, children are able to progress at their own pace and according to their own needs.

## **Resources**

- Class teachers have full access to Phonics Shed including all the resources.



## **Inclusion**

- It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We understand that some pupils will have specific learning and assessment requirements.
- Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning needs.
- Teachers aim to include all pupils fully in their daily phonic lesson.
- Differentiated work, appropriate to individual needs is provided throughout the phonic lessons. For some lessons, extra adult support from a teaching assistant is also provided.

## **Monitoring, evaluation and feedback**

Monitoring standards of teaching and learning within Phonics is the primary responsibility of the Phonics Leader. All teachers are expected to keep track of children's progress and termly submit class data.

Monitoring, evaluation and feedback will be achieved through:

- Observations.
- Discussion with class teachers and teaching assistants teaching phonic groups.
- Pupil Voice.
- Using recognised standards documentation for end-of-year expectations.



## Phonics Tracker

**School: Seven Stars Primary School**

December	March	July
<b>YR 80% secure at Chapter 2+</b> <b>Y1 80% secure at Chapter 4+</b>	<b>YR 90% secure at Chapter 2+</b> <b>Y1 85% secure at Chapter 4+</b>	<b>YR 80% secure at Chapter 3+</b> <b>Y1 85% secure at Chapter 4+</b>

<b>Red = cause for concern/SEN</b>	<b>Amber = vulnerable</b>	<b>Green = in line with expectation</b>	<b>Dark Green = exceeded expectation</b>
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**Please record phase at which children are 'secure'**

RECEPTION	Total number of children in the cohort	How many are EAL?	How many are boys?	How many are children with SEN?	How many are looked after children?	Chpt 1 (number)	Chpt 2 (number)	Chpt3 (number)	Chpt4 (number)	Chpt 2+ %	Chpt 3+ %
<b>December</b>											
<b>March</b>											
<b>July</b>											

YEAR 1	Total number of children in the cohort	How many are EAL?	How many are boys?	How many are children with SEN?	How many are looked after children?	Chpt 1 (number)	Chpt 2 (number)	Chpt3 (number)	Chpt4 (number)	Chpt 3+ %	Chpt 4+ %	Chpt 4+ %
<b>On entry</b>												
<b>December</b>												
<b>March</b>												
<b>July</b>												



YEAR 2	Total number of children	How many are EAL?	How many are boys?	How many are children?	How many are looked after?	Chpt 1 (number)	Chpt 2 (number)	Chpt 3 (number)	Chpt 4A (number)	Chpt 4B (number)	Chpt 4C (number)	Chpt 4A+ %	Chpt 4C +%
On entry													
December													
March													
July													

Outline of progress:

Next steps: