



## ST ANDREW'S CE PRIMARY SCHOOL

### Phonics Policy

#### **Our Vision**

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

#### **Aims and Objectives**

At St Andrews's CE Primary School, we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

The independent review of early reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum. The use of phonics is one of the many skills needed to be able to be a reader and writer.

We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills need to be taught systematically and involve a variety e.g. multi-sensory resources for all learners.

#### **Curriculum Rationale**

*Article 29- Education must develop every child's talents and abilities to the full.*

*Article 28- Every child has the right to an education.*

Our vision is central to the curriculum at St Andrew's, linking why and how we teach, to provide positive outcomes for all children.

#### **Intent of the Phonics Curriculum**

- Provide children with rich opportunities in Phonics to develop their reading and writing skills.
- Provide good quality levels of phonics teaching allowing children to have secure knowledge and understanding of recognition and decoding.

- Provide opportunities for children explore, use and see rich language used every day.
- Encourage the use of good spelling through repetition and consolidation.
- Encourage children to segment and blend a vast array of words.
- Provide opportunities to learn to read and write all 44 graphemes in the English language.
- Teach children specific strategies to help them remember tricky words.
- Ensure that the teaching of phonics is lively, interactive and investigative.
- Encourage children to apply their phonic skills in all curriculum areas.

### **Implementation of the Phonics curriculum**

In line with the School's policy and commitment to excellence in Phonics, each class in Foundation Stage 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 St Andrew's CE Primary School and the journey of Phonics across the week enables all aspects of the blending and segmenting of phonemes/graphemes; lessons are uniquely planned and tailored to meet the needs of all our learners. The teacher should provide stimulating experiences and opportunities to motivate the child, using a range of resources to engage individuals and groups of children.

We believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging
- Differentiated

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Foundation Stage and Key Stage 1. It will also be continued into Key Stage 2, where necessary to support those children who do not yet have the phonic knowledge they need. Discrete phonics lessons take place daily across Foundation Stage and Key Stage 1. They follow the cycle of 'Assess, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive learning opportunities to engage the children. These learning opportunities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

Age Related Expectations for the end of the school year:

#### **By the end of EYFS children should:**

- read and understand simple sentences.
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight the Stage 2 and 3 common exception words
- use phonic knowledge to write words in a way which matches how the sounds are said.
- write some irregular common words.

#### **By the end of Year 1 children should:**

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable;
- read many frequently-encountered words automatically;
- read phonically decodable three-syllable words;
- read a range of age-appropriate texts fluently;
- demonstrate understanding of age-appropriate texts.

- read decodable words that end –s, –es, -ing, -ed, -er, -est
- Say the correct sound to grapheme for all the 40+ phonemes up to Stage 5.

By the end of Year 2 children should:

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes. 5
- Read and spell most common exception words for year 2.
- Read words accurately and fluently without overt sounding and blending.
- Sound out most unfamiliar words accurately, without hesitation.
- Segment spoken words into phonemes and represent these by graphemes.

**Impact of the Phonics curriculum**

By the time children leave St Andrew's CE Primary School they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Throughout the teaching of Phonics, we are able to measure attainment using the Key Stage One and Key Stage Two national assessments, along with the information provided by the Phonics Screening check I Year One. However, at St Andrew's CE Primary School, we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children.

**Planning**

At St. Andrew's CE Primary School we teach the knowledge, skills and understanding set out in the National Curriculum. We use the Letters and Sounds scheme of work for Phonics as the basis for our planning and also adapt these according to the children's learning needs and interests.

Phonics planning is also integrated into Literacy planning (ref: Literacy Policy). The Phonics and Literacy Lead keep and regularly review these plans. The long- and medium-term plans are the 6 phases set out by the National Curriculum Letters and sounds programme. The short-term plans are written by the class teacher and are a plan for each lesson. These plans include the specific learning objectives for each lesson and the tasks/activities to be carried out. The short-term plans are kept by the teacher and are discussed with the Literacy and Phonics Leaders on an informal basis.

Lessons in Key Stage One follow the structure outlined below:

REVISIT & REVIEW: Revise previously taught sounds and graphemes using flashcards or games.

TEACH: Introduce new sound and grapheme using flashcards and Interactive Resources.

PRACTISE: Pupils practise new and revised sounds and graphemes using activity sheet, whiteboards or games.

APPLY: Pupils extend their core skills with words and sentences using a range of different resources.

CONSOLIDATE: Teacher assess and consolidates children's understanding through different activities to develop their knowledge and skills.

**Equal Opportunities and Inclusion**

At St. Andrew's CE Primary School, we teach Phonics to all children, whatever their ability. Phonics forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Pupil Profiles.  
(ref: Equal Opportunities, SEN policy)

Children who still need extra support to develop their phonic knowledge across the EYFS, Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

### **Assessment, Reporting and Recording**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic ability. Each individual child has their own phonics tracker, which is updated termly and continues to be updated as the child moves through school.

*Assessment for Learning:* We continually assess our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work, setting specific tasks. Teachers use this assessment information to plan further work and set new targets. The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each phase and through Reading and Writing assessments.

*Phonics Screening Check:* At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2. The check is intended as a test of phonic decoding – not as a wider test of reading – to assess whether children have learnt key knowledge and skills by the end of Year 1. Comprehension is a separate dimension and is tested at the end of Key Stages 1 and 2.

*Feedback:* Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parent's evening and through the end of year report. Assessment information is also passed onto the next teacher as part of transition between year groups and phases

### **Resources**

There are resources available in school to support the teaching of all Phonic Phases. All Key Stage One classrooms have a wide range of resources which include, but are not limited to; sound mats, flash cards, tricky word resources and specific resources boxed for each phase of learning. A range of other Phonic resources are found in our Key Stage One Library.

### **Monitoring and Review**

The Phonics Leader shares the responsibility with the Literacy Leader and Deputy Headteacher (Teaching and Learning) for monitoring standards of children's work and for the quality of teaching in Design and Technology. The work of the Phonics Leader also involves supporting colleagues in the teaching of Phonics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Phonics Leader meets the link governor regularly to discuss the development of Phonics in school. The Phonics Leader has non-contact time allocated in the monitoring schedule for lesson observation to monitor the quality of teaching and learning in Phonics.

**Date: October 2020**

**Review date: October 2022**

**Signed: \_\_\_\_\_ (Chair of Governors)**