



Phonics Policy

September 2023

1.0 INTRODUCTION

- 1.1** Being able to read is essential in a child's journey to become an independent learner.
- 1.2** It is also an important skill for allowing children to access books from a range of different genres.
- 1.3** Using phonics is one of the ways children learn to read.

2.0 AIMS

- 2.1** To enable children to start learning phonic knowledge and skills by the age of five with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One.
- 2.2** To ensure that children apply phonic knowledge as their first approach to reading, spelling and writing even though all words do not conform to regular phonic patterns.
- 2.3** To ensure that the children are taught high frequency words that do not conform to regular phonic patterns.
- 2.4** To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- 2.5** To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- 2.6** To help the children to apply the skill of blending phonemes in order to read words.
- 2.7** To help the children to segment words into their constituent phonemes in order to spell words.
- 2.8** To learn the blending and segmenting words are reversible processes.
- 2.9** To teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read.

3.0 THE ROLE OF SENIOR LEADERS

- 3.1 To monitor and evaluate the teaching of phonics from Reception to Year 2.
- 3.2 Liaise with class teachers on the progress of children's reading.
- 3.3 To promote an enthusiasm for reading by using book fairs, guest speakers and a range of resources and materials.
- 3.4 To implement changes to national initiatives and whole-school processes.
- 3.5 To provide staff with CPD opportunities related to the teaching of phonics.
- 3.6 To support staff in the teaching, monitoring and assessment of children's phonic learning.
- 3.7 Monitor the progress in children's reading by using half-termly teacher assessments.
- 3.8 To identify children falling below targets and support class teachers in the analysis of data to inform planning and assessment.

4.0 THE ROLE OF THE CLASS TEACHER

- 4.1 Be aware of, understand and employ the aims of the school phonics policy.
- 4.2 Incorporate phonics teaching into literacy lessons.
- 4.3 Support children in using a range of phonic strategies to read new words.
- 4.4 Model and promote an enjoyment of reading.
- 4.5 Create learning environments where a love of reading is promoted.
- 4.6 Support individual children with their reading on a one-to-one basis at least once a week.
- 4.7 Monitor and assess children's progress in reading by using phased phonic assessments, set words and the benchmarking system.
- 4.8 Promote and encourage a strong home-school relationship where phonic strategies to read can be practised at home.
- 4.9 To offer a good quality range of reading materials and teaching resources, which meet the needs, diversity and interests of pupils.

5.0 THE ROLE OF THE TEACHING ASSISTANT

- 5.1 Support class teachers by reading with groups and offering one-to-one support.
- 5.2 Be aware of the variety of resources and strategies used to promote children's phonic learning.
- 5.3 Support the class teacher with practising phonic sounds and set words with children e.g flashcards, Jolly Phonics, mark making and sound games.

6.0 DELIVERY OF PHONICS

- 6.1 The teaching of phonics is to be based on a combination of Jolly Phonics and Letters and Sounds. Initial sounds are to be taught in a specific order based on the phased Medium Term Plans.
- 6.2 Sounds taught should be 'pure', i.e. 'b' not 'buh' as this is central to phonic teaching and children's ability to recognise sounds in words. Blends are to be de-clustered, e.g. 'bl' is two specific sounds. Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- 6.3 In Reception and Key Stage One, children's phonic knowledge is assessed on a one-to-one basis using phased phonic assessments during individual reading time.
- 6.4 Phonic work will be incorporated into daily English lessons.
- 6.5 Although the Letters and Sounds document will be followed, teachers will use their professional judgement based on assessments and the phased Medium Term Plans as to the detailed delivery of phonics.
- 6.6 Reception and Key Stage One children are to be taught in streamed phonic ability groups, based on termly assessments.
- 6.7 Multi-sensory activities will be included in the teaching of phonics so that various teaching styles can be encompassed. ICT opportunities are used where appropriate.
- 6.8 Teachers use a range of strategies to promote phonic development, e.g. flashcards, Jolly Phonics, mark-making and sound games.
- 6.9 A list of Reception, Year 1 and Year 2 High Frequency/Set words are sent home to learn.

7.0 MONITORING & EVALUATION

- 7.1 Phased phonic assessments, set words and the benchmarking system will be used to assess knowledge of the 46 phonetic sounds and high frequency words.
- 7.2 Individual feedback will be given during regular one-to-one reading sessions.
- 7.3 Teacher's comments in the Reading Record books sent home will encourage children to learn and practise new sounds at home. This includes sounds to learn on stickers for Reception children.
- 7.4 Senior Leaders will join teachers in analysing data from the phased phonics assessments to reflect on termly reading progress.
- 7.5 Senior Leaders will monitor the delivery and assessment of phonics for Reception and Key Stage One.

