

Stradbroke Primary Phonics Policy

Supporting the achievement of all children



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
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This policy outlines the teaching, organisation, management and teaching of phonics at Stradbroke Primary School. The aim of this policy is to ensure that a consistent 'whole school' approach is applied to the teaching of Phonics. The school aims to provide a secure, stimulating and enriching environment, where there is equal access to phonic knowledge and understanding. We regard it as essential that we respect the language and experience of the individual and endeavour to meet their needs, regardless of ability, race, gender or class.

What is Phonics?

- This is the knowledge of how the alphabetic sounds works and how these sounds are combined to correspond to the spoken word
- Phonemes are the sounds which are made by blending letters to correspond to the spoken word
- Graphemes are the written equivalent of phonemes

Objectives:

The principle objectives of the teaching and learning of phonics are to enable all children to access reading at an age appropriate level. In order for this to happen it is integral that we ensure:

- Consistency in the approach to teaching phonics throughout FS, KS1 and

KS2 where appropriate;

- Rigorous planning, assessment, and tracking
- Quality first teaching to support motivation
- Raise attainment and progress in reading across school
- For every child to read by the age of six

Organisation and provision

The diligent, concentrated, and systematic teaching of phonics is central to the success of children's reading. This requires high quality and expert teaching which follows a carefully planned and tightly structured approach to teaching phonics.

At Stradbroke Primary School we will ensure that all children:

- Have the opportunity to apply what they have learnt through reading
- Participate daily in fast paced, exciting, and interesting phonics sessions
- Actively participate regardless of social and economic circumstances, ethnicity, language, or SEND

We will ensure that all staff:

- Follow a clear and consistent approach to teaching phonics using the LCP planning scheme
- Use assessment to ensure children are placed in the appropriate group
- Teach phonics in small groups across Foundation Stage and Key Stage One
- Provide support for children who need to access phonics in Key Stage Two

Assessment

- Children are involved in the assessment of their progress in Phonics and receive daily feedback on their development within their teaching group
- Children will be assessed at the end of each Phonics Phase to ensure that they are ready to progress
- Benchmarks are in place to ensure that a consistent approach to the progression in phonics is applied throughout the school. Children must achieve 80% of the phase before moving on
- Year One phonics screening in the Summer Term in line with government requirements

Monitoring:

The monitoring of phonics will be overseen by the Literacy Coordinator with the support of the Key Stage One and Foundation Stage Coordinators. Monitoring will include:

- The implementation of planning
- Monitoring of teaching and learning
- Assessments and tracking of progress

Individual Roles:

The class teacher is responsible for;

- Planning according to the phonics scheme of work, for implementing these plans and for organising the classroom for effective delivery. They are also required to provide opportunities for children to refine, practise and apply their phonic skills during other times of the day
- Creating a phonics environment which includes; letter displays, and an attractive, accessible reading corner
- Use formative and summative assessment to ensure that the needs of all children are met and they are placed in an appropriate group
- Liaise with other colleagues about the progress of children in their class and update tracking sheets where necessary

SEND:

Phonics teaching is made accessible to as many pupils as possible including those in the Integrated Resource and adjustments to schemes of work will be made as required. Teachers will liaise with the Literacy Coordinator and SENCO in order to analyse how children with specific needs respond to the teaching of phonics. It is the role of the teacher to ensure that every child in their class has equal and balanced access to the teaching of phonics and to ensure that it is differentiated appropriately.

The Literacy Coordinator is responsible for;

- Ordering and maintaining resources, monitoring teaching across the whole school
- Organising internal and external staff training and ensuring that language is taught in a developmental and progressive way. They are responsible for liaising with parents and governors and organising appropriate training

The Literacy Link Governor is responsible for;

- Feeding back to the Curriculum Committee, to ensure that they are informed about the current approaches in literacy and to support the teaching staff wherever possible

Parents:

It is of vital importance that home-school contact occurs if the delivery of a structured and rigorous phonics scheme is to succeed. As such parents will have the opportunity to:

- Discuss the individual progress of their child with the class teacher at Parents Evenings
- Attend training to support them with ideas for continuing the teaching of phonics in the home
- Be regularly informed of their child's reading step

Resources:

Each member of staff delivering high quality phonics will have:

- Phonics cards, posters, and display materials
- Access to planning materials (LCP scheme of work)
- Access to assessment materials

Benchmarks:

By the end of Year One all children should:

- Have learned phonic decoding to an age appropriate standard
- Give the sound when shown any grapheme taught
- Blend phonemes in order to read words
- Know most of the common grapheme-phoneme correspondences
- Read phonetically decodable one syllable and two syllable words

- Apply phonic knowledge and skill in order to read unfamiliar words and those which are not completely decodable
- Recognise and read frequently encountered words automatically
- Read three-syllable, phonically decodable words
- Read a range of age appropriate texts fluently
- Demonstrate an understanding of age appropriate texts
- Read by the age of 6

In Year Two the Interim Assessment Framework will be used alongside the Sheffield Assessment Grids (STAT) to assess children's reading. Children who did not pass the Phonics Screening check in Year One will retake it in Year Two.

In Key Stage Two teachers will use the Sheffield Assessment grids (STAT) to assess children's reading and set appropriate targets.