



TEACHING PHONICS POLICY

This policy should be read in conjunction with the whole school policy for reading.

Principles

The simple view of reading is 'word recognition' and 'language comprehension'.

High-quality teaching of synthetic phonics is essential if children are to be in a strong position to decode words and learn skills which, once mastered, enable them to read fluently and to concentrate on the meaning of the text. We teach phonics systematically and discretely as the prime approach in the teaching of early reading. Phonics skills can also be used to learn key skills in spelling.

Our phonics teaching is characterised by a planned structure, fast pace, praise and reinforcement, active participation by all children (principally in YR Y1 Y2 & Y3) and evidence of progress.

Beginner readers are taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur
- to apply the skills of segmenting words into their constituent phonemes to spell words
- that blending and segmenting are reversible processes.

High quality phonics teaching involves:

- a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- a multi-sensory approach encompassing visual, auditory and kinaesthetic activities to enliven core learning
- time-limits, so that the great majority of children should be confident readers by the end of Key Stage 1

- systematic teaching which follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress
- discrete and daily teaching at a brisk pace
- opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- an emphasis on the precise enunciation of phonemes
- careful assessment and monitoring of children's progress in developing and applying their phonic knowledge

Expectations for the Core Groups In YR Y1 & Y2

Year R:-

- Reception Phase 2 (10 weeks) - to be half completed by Christmas.
- Phase 2 (10 weeks) - recommence in January and complete by February half term.
- End of Reception- secure to the end of Phase 3 (10 weeks) and commence phase 4.

Year 1: -

- Phase 4 revisited (5 weeks) and completed before commencing Phase 5 (30 weeks)
- End of Year 1 - core and extension groups secure on Phase 5

Year 2: -

- Revisit much of Phase 5 (6 weeks) and phase 6 (30 weeks)
- End of Year 2 – core and extension groups entirely familiar with Phase 6

Assessment and Record Keeping

Assessments will be updated termly on the phonics progress tracking sheet (FS and KS1) and half termly on an individual assessment record sheet. Teaching Assistants will also contribute to the record keeping sheet to help inform class teachers.

Each term the Team Leader will monitor attainment by speaking to a number of children who are secure at the relevant core group phase.

Planning

In FS & KS1 we plan phonics using a separate weekly phonics pro-forma. In KS2 we use a separate section on the Literacy weekly planning sheet. As far as possible all phonics sessions should include a multi-sensory approach.

Letters and Sounds

Letters and Sounds is the main programme used by our staff. It is designed to help practitioners to teach children how the alphabet works for reading and spelling. Letters and Sounds is a time limited programme of phonics work aimed at securing fluent word recognition skills for reading by the end of Key Stage 1 and as an intervention programme in Key Stage Two.

The six structured phases are followed to accompany the pace and progression of the core group. Extension groups and/or support groups may be supported in ability groups by the class teacher/ TA.

Organisation of Phonics

Phonics is taught as a discrete daily lesson (a minimum of 15 minutes) throughout the Foundation Stage and Key Stage One. In Key Stage Two we use an intervention programme – ALS) for those children who have not accomplished phase five or six in Y2.

Use of ICT

There are many different resources available. Staff should add links to useful phonics websites in the Staff Share directory/ Letters and Sounds file. We also use Lexia to support phonics teaching for those who need extra practice.

What do we Do If We Feel A Child Is Not Making Progress?

Children who are struggling to acquire the vital skills of blending and segmenting should be given as much help as possible. In the second term of the FS children who are struggling to remember the first set of sounds, having difficulties in blending or otherwise making slow progress relative to their peer group will require support individually or in a small group, for an additional 10 minutes per day.

Staff must consider whether the child has hearing difficulties in which case parents and/or SENCO should be informed.

If after two consecutive half terms of additional support there is still inadequate progress, the class teacher should use his/her professional judgement to consider producing an IEP.

Training

New members of staff (class teachers and teaching assistants) should be offered training as part of an induction programme. Existing members of staff should also have access to training on a 2 year rolling programme.

Use of teaching assistants

Teaching assistants play an extremely important part in the teaching of phonics and need access to high quality training on a 2 year rolling programme.