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## Phonics Policy

Spring 2017

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### Summary

The aim of this policy is to outline the procedures for teaching phonics at Fieldhead Carr Primary School.

Author's Role	English Lead
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Internal Review Date	Spring 2018
Official Review date	As changes

This policy supports and works in conjunction with the reading, SPAG and English policy.

## **Aims**

We want pupils at Fieldhead Carr Primary:

- to benefit from a systematic approach to the teaching of phonics from entry to school at 3 years of age.
- to enjoy the discreet teaching of phonics utilising a synthetic approach to phonics to have regular access to high quality phonic teaching which secures the crucial skills of word recognition that enables children to read fluently, freeing them to concentrate on the meaning of the text.
- to enjoy a multi-sensory approach to learning phonics ensuring that the visual, auditory and kinaesthetic learning styles of children are engaged.
- to have secured automatic decoding skills allowing children to progress from 'learning to read' to 'reading to learn'.
- to pass the phonic screening check in year 1 and attain the level S or S+ by the end of year 1.

## **Teaching and Learning**

The Rose Report makes it clear that 'high quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. At Fieldhead Carr we ensure the efficacy of our phonic teaching by ensuring that:

- It is embedded as part of 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.
- Phonics is also taught discretely from entry to school at 3 years old in Foundation Stage 1. We engage parents in the teaching of phonics by offering parent workshops enabling parents to provide appropriate support at home
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities that are fun and engaging for boys and girls
- It is time limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- It is systematic, that is to say, it follows a carefully planned program that includes the use of synthetic schemes "Jolly Phonics" and "Letters and Sounds". This reinforces and builds on previous learning to secure children's progress.
- It is taught daily, where appropriate, discretely and at a brisk pace. There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum in activities such as shared and guided reading.
- Children's attainment is carefully assessed to ensure progression

Phonics is taught as an integral part of reading with children taught:

- grapheme-phonemes in a clearly defined sequence
- to blend (synthesise) sounds (phonemes) in order through a word to then read it.
- to segment words into phonemes for spelling
- that blending and segmenting are reversible processes

## **Organisation of Phonics at Fieldhead Carr**

### **Foundation Stage 1**

When children enter Foundation Stage 1 there is a wealth of continuous provision to support the development of children as readers. Children have the opportunity to enjoy books, rhymes, songs and play with letter shapes within a literacy rich environment. Focused activities based on Phase 1 of the 'Letters and Sounds' program, supports children in differentiating sounds.

At the end of term 2 parents are invited to a workshop about 'Jolly Phonics', where they learn all about the scheme of work and how they can best support their child at home. In term 3 the scheme is used to introduce all 42 phonemes to the children who will be moving into FS2 the following term. This is done through a short daily session, which is active, multi-sensory and fun. Blending is introduced. Throughout the term the children compile individual files of all the sounds they have learned, along with the mnemonic action. This file is then used over the school holidays with parents in readiness for FS2.

### **Foundation Stage 2**

During the first few weeks of the school year the children recap on their learning using the Jolly Phonics scheme. Phase 2 of 'Letters and Sounds' is fully implemented at this stage. Children enjoy a daily discrete phonics session, with the opportunity to consolidate their learning with their play in the continuous provision of the classroom as well as regular focused activities. Children continue to use the action mnemonics from Jolly Phonics and the multi-sensory resources that we have to go with this scheme.

During phase 2 children continue to build on their phoneme knowledge. Blending and now segmenting CVC words and memorising 'tricky' words.

Assessment systems are used to track individuals and the cohort to ensure that progress through the 'Letters and Sounds' scheme is appropriately challenging. Children who have come into FS2 from other settings have been identified through our in-school assessment as a vulnerable group. Extra care and time is given to this group of children to ensure that they do not fall behind.

Through FS2, depending on the progress of the cohort, children work through phase 2, 3 and potentially some phase 4 with graphemes being introduced, 'tricky words' and practising high frequency words.

### **Year 1**

This year group sees the children concentrate on phase 4,5 and elements of phase 6 of 'Letters and Sounds'. They consolidate their knowledge of phonemes and graphemes. They concentrate on being able to:

- blend and read words containing adjacent consonants
- segment and spell words containing adjacent consonants
- read and spell the common exception words taught
- write each letter correctly
- respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable alternative sounds for graphemes.
- write common graphemes
- read compound words
- read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings where there is no change to the root word.
- Read words with the prefix un- where there is no change to the spelling of the root word.
- Read words of more than one syllable
- Read words with contractions e.g I'm and understand that the apostrophe represents the omitted letter(s).

- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words

Phonics is taught as a discrete lesson with the opportunity to consolidate their learning through the continuous provision in the classroom and focused guided reading activities. Our aspirational aim is that children achieve a level S or S+ on leaving Year 1. Careful assessments are taken over the year to ensure that children are progressing well. Children who are identified as not on track to achieve a level S or S+ at the end of year 1 are targeted with interventions to support their progress.

### **Year 2.**

On entering Year 2 children should know most of the common grapheme-phoneme correspondences. They should be able to read hundreds of words, doing this in three ways: automatically, decoding silently, decoding aloud. Children's spelling should be phonemically accurate, although it may still be unconventional at times. This is phase 6 of 'Letters and Sounds' and during this phase children should become fluent readers and increasingly accurate spellers, although we would expect that some children are consolidating their knowledge of phases 4 and 5. The teaching of spelling in phase 6 involves introducing the past tense, investigating and learning how to add suffixes, spelling 'long' words and finding and learning the difficult bits in words.

Phonics are still taught discretely with children having the opportunity to consolidate their knowledge through the continuous provision in the classroom and taught lessons. Assessment continues to ensure that children who are falling behind are targeted with the appropriate intervention.

Children who have not reached threshold level of the year 1 phonics reading check are targeted with interventions to support their progress with the aim of them passing the phonic reading check when they are re tested in year 2.

### **Key Stage 2**

Children continue through key stage 2 using 'No Nonsense Spelling' which builds on 'Letters and Sounds' providing progression through to the end of Year 6.