

	<h2>South Bersted CE Primary Teaching Phonics</h2>
Web and/or Internal	Web & Internal
This policy should be reviewed every	Every three years
Policy approved by Governors	Autumn 2018
Date of Review	Autumn 2021
Member of staff responsible	Headteacher
Policy created by	South Bersted School
Signed by Chair of Governors and/or Headteacher	

Introduction:

At South Bersted Church of England Primary School we strive to ensure all children become fluent readers and confident writers by the end of Key Stage 1. The school's policy for phonics sets out to provide a consistent approach to the provision, teaching and assessment of phonics.

Aims:

To provide children with a secure understanding of the letter sounds and spelling system of the English language. For this to develop fully our aim is for children to:-

- enjoy playing with words and sounds
- develop good aural discrimination, phonemic awareness and rhyme awareness
- learn to read and write all 44 graphemes in the English language
- be able to blend sounds to read words
- be able to segment sounds to spell words

Our approach to the teaching of phonics is active, interactive and investigative. We follow the phased structure of the 'Letters and Sounds' programme supported by the multi-sensory approach of the Jolly phonics scheme and the interactive elements of Phonics Bug.

Each session is taught using the four part lesson structure: Review, Teach, Practise and Apply.

Teaching Phonics in Early Years:

Children are assessed on their knowledge of phonics within the first two weeks of starting school. Following this, in the Autumn Term, a daily session of approximately 15 minutes takes place for the teaching of phonics. Primarily this is a whole class session where initial sounds are introduced; however for those children who have knowledge of phonics when starting school a separate program is planned by the class teacher and led by a TA to ensure an appropriate level of challenge. All Early Years staff are involved in the daily phonics session, whether leading a group or supporting key children within a larger group. The majority of phonics lessons follow the Jolly Phonics scheme which uses a multi-sensory approach to teaching the key letter sounds in a systematic way. In addition to this, we use appropriate Phonics Bug resources to increase the range of models of segmenting and blending. The sounds being learned each week are displayed in the classroom for children, parents and staff to see. This enables staff to reinforce these sounds frequently through other classwork. Activities and on-going classroom provision offer opportunities for children to consolidate and extend their understanding, as well as to apply their learning in response to planned stimuli. Each child's individual progress in phonics is carefully tracked at the end of every half term.

From the Spring Term onwards Early Years children are grouped along with the children in Year 1 and those in Year 2 who did not pass the End of Year 1 Phonics Screening Test to ensure teaching is appropriate to the level of phonemic development of the individual child.

Teaching Phonics in Year 1:

In Year 1, the daily phonics session continues and is extended to 25 minutes. Children are assessed at the end of each half term and are grouped across the Year Group according to the Phonic Phase they are working on. All class based staff are involved in the daily phonics session along with additional adults where possible.

Each adult leads a group following a prepared plan. The structure of the Letters and Sounds programme continues to be followed and is supported by other resources, games and activities. These provide an interactive, varied and motivating set of activities through which children learn new sounds, practise and then apply them in writing a range of sentences. The pictures and actions of the Jolly Phonics programme used in Early Years are continued, supporting the children and enabling them to make links between new sounds and spellings, and those already learnt. The Phonics Bug resources also continue to be used. As in Reception the sounds being learned each week are displayed in the classroom for children, parents and staff to see.

In Year 1, all children's progress in phonics is carefully tracked. At the end of Year 1, the children then undertake the National Phonics Screening Test. The results of this are shared with parents at the end of the Summer Term.

Teaching Phonics in Year 2:

The daily phonics session lasting 25 minutes continues into Year 2 for those children who did not reach the standard of the National Phonics Screening Test at the end of Year One, and for any additional children it is felt would benefit from additional teaching. Children are assessed at the end of each half term and using this information the children join the groups across Year 1 to ensure they are working at a level matched to their phonemic development. This prepares them to retake the National Screening Test at the end of the Year 2. The results of the retaken screening test are shared with parents at the end of the Summer Term.

For those children who reached the National Standard in the Year 1 Phonics Screening Test, sounds will be revised and reinforced before moving on to look at spelling patterns and other strategies to support children's spellings.

Teaching Phonics in Key Stage 2:

For the few children who do not reach the expected standard in the National Phonics Screening Test in the retake at the end of Year 2, additional interventions are put in place across Key Stage 2 until it is felt they have reached the expected standard. The interventions are planned by a Key Stage 1 teacher or the Phonics lead, and follows a similar approach to Years 1 and 2 with a clearer writing focus.

These children are tracked at least once a half term and previous Screening Tests are used to assess whether the standard has been met and to measure pupil progress.

Applying Phonics Across the Curriculum:

Children are encouraged to use their phonic skills across all curriculum subjects. All Teachers and Teaching Assistants model the correct articulation of the phonemes. To further reinforce taught sounds, links are made where possible in classroom displays and topic related vocabulary.

Support and Challenge for Pupils:

We aim to ensure all children acquire sound phonic skills through the provision of a variety of learning opportunities. Careful thought will be given to the provision of appropriately structured work for children with SEN, and pupils with English as an Additional Language, often through additional intervention groups. The school has a variety of strategies to enable all children to have appropriate access to the curriculum through multi-sensory, visual, auditory and kinaesthetically planned phonics sessions. Where children have strong phonic skills, the level of challenge will be adapted as appropriate to their specific needs.

The Daily Phonics Session:

Teachers need to ensure:

- Phonics is taught daily in **discrete sessions**.
- The session is pitched at the appropriate phases for the children's phonic acquisition.
- Adults are fully aware of the development in children's acquisition of phonic skills and knowledge.
- Children are taught in appropriate groupings with differentiated teaching for groups of pupils.
- Additional provision is made for children not making expected progress.
- Adults are clear of age related expectations.
- All children can clearly hear/see the teaching input or the object(s) being used to support the teaching.
- The session is **fully interactive** for most of the children for most of the time.
- Phonics is taught through multi-sensory games and activities using a range of materials.
- The **articulation of phonemes** is correct by all adults.
- The children are required to articulate phonemes themselves, and not just listen to the adult doing so.
- Adults use and model correct phonic terminology.
- Children are encouraged to use correct phonic terminology.
- The children are being taught how to **blend and/or segment**.
- Adults ensure that children use their phonic knowledge as the **first strategy in word recognition**.
- Adults promote phonics as the first strategy in decoding regular words in reading and in segmenting for spelling.
- Reading resources are available to support this approach for beginner readers.
- The teaching sequence is clearly defined in the planning and delivery (revisit and review, teach, practise, apply at the point of learning).
- A clear sequence is used to introduce groups of letters based on the Letters and Sounds Programme.
- Phonemes are introduced at an appropriate pace of 3 - 5 phoneme/grapheme correspondences per week.
- There is evidence of new learning, not just consolidation.
- Children have **opportunities to apply** their phonic knowledge and skills in purposeful reading and writing, across the areas of learning.
- In EYFS, the provision reflects the principles of the Foundation Stage.
- In EYFS, adult-led activities are well balanced with those that are freely-chosen.