



Neatishead and Salhouse Federation Phonics Policy

Formally adopted by the Governing Board/ Trust of:	Neatishead & Salhouse Federation Primary Schools
On:	
Chair of Governors:	
Date for review:	September 2021

'Soar on Wings'

Our school aims to be a happy and safe community which shares a love of learning. Our Christian Core values of responsibility, respect, courage, compassion , perseverance and trust underpin all we say and do.

General Statement

We aim to give children the best possible start on their reading/writing journey by teaching them the essential phonological/phonemic skills and knowledge to decode and encode (spell) words independently from the outset. At the point of reading/writing, children will use phonics as their first strategy to read and spell unknown words until it is embedded and automatic for them. We recognise that the development of spoken language and the enjoyment and comprehension of quality literature / text go hand in hand to develop a lifelong love of reading and aim to nurture and develop these attributes alongside the phonics programme.

Our policy sets out the means by which we ensure consistency and a systematic approach to the teaching and learning of synthetic phonics, as the prime method by which children learn to read and spell independently, automatically and confidently in the first years of their schooling. It aims to reinforce our high expectations for pupil progress. We take the most effective aspects of 'Letters and Sounds' and 'Jolly Phonics' to introduce the Grapheme Phoneme Correspondence in the suggested order in phases 2 and 3, and the activities, games and teaching advice for phases 1 to 5. Content of the daily phonics lesson in Year 1 and 2 is taken from the English Appendix 1: Spelling (National curriculum 2014). Bespoke targeted phonics' sessions are planned and delivered for KS2 pupils according to need.

Specific Aims

Children should:

- Children feel enthused about 'phonics' and understand the relevance to their learning
- Learn the skills of blending and segmenting as a first priority as they are introduced to the grapheme/phoneme correspondences for reading and spelling. This ensures that from the outset children are able to read and spell simple CVC words with the GPC they know.
- Be reading with increasing automaticity by the age of 6.
- Apply their phonic knowledge in the context of reading and spelling in the wider curriculum and understand how and when to do this.
- Develop their spoken language and comprehension simultaneously as they are learning phonics in the first years of school.
- Use phonics alongside other strategies as their first strategy to decode and encode unknown words until a degree of fluency is reached.

Teaching Methods

A discreet session of at least 20 minutes daily is given to the teaching of high quality, systematic synthetic phonics until children are secure in Phase 5. Multi sensory activities are used to aid memory when introducing and revisiting phoneme/grapheme correspondences until the children are secure in using the initial alphabetic code (44 phonemes).

Phonics sessions are structured in the same way each day and build in strong consistent and familiar routines. In this way children know what to expect/are aware of expectations and are not distracted in their progress towards the learning objective.

Practitioners are sufficiently free from organisational barriers (resourcing and onerous planning) to teach the important skills and concepts needed to enable children to make progress.

A multi sensory approach to teaching and learning will be used in phonics sessions so that children learn from simultaneous visual, audio and kinaesthetic activities designed to secure essential phonic knowledge and skills.

Marking (spelling)

We want children to feel confident in taking risks with trying out spellings of unfamiliar words. Staff adhere to the school's marking policy. Selection of spellings to correct will be based upon what the child has been taught, ie, if the grapheme has been taught, the spelling will be corrected if the child continues to spell incorrectly.

Learning Environment

Resources in and out of the classroom support the children in applying phonics to reading and writing. In each classroom throughout the Foundation stage and Key Stage 1 (and KS2 if appropriate). Phase

sound mats, working phonics' displays, alphabet displays and individualised phonics' sound cards support children to be independent in their spelling whilst at the same time reinforcing the link between discrete phonics teaching and learning and its purpose in reading and writing.

Grouping:

Grouping for phonics/spelling is decided in response to the needs of the children and the availability of staff. Smaller groups are arranged to enable more precise teaching or to give children access to appropriate year group content. Where this is the case, we use assessment data to ensure they are in appropriate groups and following their next steps accurately. Phonics teaching, learning and assessment is under the lead and direction of the class teacher.

If children need intervention or boosters to reach age related expectations in phonics, this is provided in addition to the daily phonics session so that as many children as possible can access their year group learning objectives and reach age appropriate outcomes. Similarly, children who are exceeding their age related expectations have the opportunity to access the next year group's objectives for phonics and spelling (as detailed in NC appendix 1).

Phonically De-codable Texts:

Children are not expected to read texts which they cannot decode for themselves until they are reaching fluency. Children select appropriate books with adult support. They will be able to read a balance of phonically decodable words and 'tricky' words. Books are banded by colour to support good book choices so that every child can experience success in their reading by using the skills they have so far been taught. Children have access to class and school libraries and a wealth of high quality text.

Curriculum

We agree and use the best from recognised programmes 'Letters and Sounds' 'Jolly Phonics' but do not rely solely on any one scheme to ensure a consistent system is followed, and that learning can be tracked and monitored within the systematic framework.

Blending and segmenting.

Oral blending and segmenting are taught first before being applied to reading and writing. Children are taught that phonemes are blended in order from left to right, '*all through the word*' for reading. They are also taught how words are segmented into phonemes for spelling. These skills are taught throughout each phase so that as children meet more complex words or grapheme phoneme correspondences they are able to tackle them with confidence.

Common Exception Words

Children are taught high frequency words that do not conform completely to grapheme-phoneme correspondence rules. We call these 'tricky' words. Children are specifically taught the 'tricky' part of the word and strategies to remember this. They are taught to apply their knowledge of these words in reading and writing. The words are taken from phases 2 to 5 of Letters and Sounds in addition to those listed in the NC Appendix 1.

Comprehension and reading for meaning

Comprehension and meaning are addressed separately within literacy and wider curriculum planning and policy. Teachers and practitioners are clear about which activities are designed to teach children to acquire word recognition skills, and which will help children develop high-level comprehension skills.

Assessment and tracking.

Foundation Stage

In the foundation stage, children are assessed using the development matters statements for age related expectation each half term and tracked in their Learning Journeys and on Pupil Asset.

In nursery and when they start in reception, children are working towards becoming secure in Phase 1 of letters and sounds – phonological awareness and oral blending and segmenting. If appropriate, the children will start to become familiar with some grapheme-phoneme correspondences through a

playful and multisensory approach using songs, actions and stories whilst they continue to learn to sequence, blend and segment sounds orally. The development matters statements are clear in that children who are within the 30-50 month band are working towards securing the skills of Letters and Sounds Phase 1 (phonological awareness). When children are securing the 30-50 months stage for reading and writing, they will enter the 40-60 month band and begin to learn to use the written graphemes for reading and spelling independently. Children will develop their communication and language and in turn their understanding and appreciation of quality literature. To this end, children are invited to borrow books from the 'library' to share and enjoy at home with their parents.

Next children have a discreet phonics session daily and are expected to secure phase 4 of letters and sounds as a typical benchmark by the end of the Early Years Foundation Stage. This will begin when they are secure in the 30-50 months band for reading. Children who are not yet secure in their pre-reading skills (30-50 months) will need more time to do this and intervention may be used to ensure that these phonological skills are in place. This supports our school to be able to reliably identify children who are showing possible signs of dyslexia and other specific learning difficulties. Assessments are made using the Development Matters statements.

Key Stage One

In Year One, children secure the content in Appendix 1 (Spelling) of the National Curriculum and the Phase 5 content of Letters and Sounds. At the end of Year One, children complete the Year One Phonics Screening Check, the results of which are a summative assessment of each child's ability to read/decode. Pupils are continually assessed so that timely decisions can be made about whether there is need for intervention support. This also applies to any children in Year 2 who did not meet the required standard in Year 1.

If children move into Key Stage 2 below age related expectation in word reading and spelling, these assessments will be used to inform precision teaching to individual needs.

Key Stage 2

Where children are meeting age related expectations when entering Key Stage 2, the main focus of their learning is spelling. We use the Nelson spelling programme as a basis for our spelling teaching when children are secure in their use of phonics (end of phase 5). Phonic knowledge continues to underpin spelling with the developing of increasing understanding of the role of morphology and etymology.

Children's spelling is assessed and tracked within the writing assessment framework. If children do not meet their age related expectations in English, they will be identified through regular assessments. If decoding or spelling are identified as barriers to learning for any children, year group teachers will ensure that their planning includes provision for these children in the form of support or intervention as necessary.

Children who have not met expectations in their phonics screening by the end of Key Stage One are monitored through the SEN policy and provision is made for them.

Monitoring and evaluation

The Executive Head in collaboration with the teaching team oversees teacher's assessments of all pupils and ensure that children receive intervention, catch up/accelerated learning where appropriate and needed. Monitoring is carried out using assessment evidence to generate data which provides a picture of what the needs for intervention and support or acceleration are, and the impact of teaching and learning. Any children causing concern will be discussed with the Special Needs co-ordinator and suitable action plans will be put in place.

Parental Involvement

At new starter meetings, parents will be made aware of the school phonics policy. Written information is given to new parents and can be found on the website. Parents are invited to a meetings/events to show them how their children will learn to read and how they are able to support them at home. Home learning activities related to phonics and reading/writing will also be explained and exemplified.

Homework to support phonics is given to children at relevant points in their progression of skills.

Parents are invited to phonic sessions or workshops in the Autumn term to see teaching and learning strategies in practice. Written information and suggestions of activities appear on newsletters. Changes in the usual routines for children in phonics will be communicated to parents, and progress in reading and spelling development will be discussed at the usual parents evenings, or by appointment where necessary with individual parents and also through home school communication.

Parents of children due to sit or re-sit the Phonics Screening Check will have information about this. Final results of the screening check are reported formally to parents with the school end of year report.