

Phonics Policy



January 2020

Updated Dec 2020

At Ashlands Primary School we have high expectations of all children. The overarching aim of the teaching of Phonics is to ensure that all children build a firm foundation on which they can develop their reading and spelling skills.

Teaching

The teaching of phonics is systematic. In Foundation and KS1 children are taught following the order outlined in the governments recommended programme, 'Letters and Sounds'. This is a powerful teaching tool which promotes speaking and listening skills, phonological awareness and oral blending. By the end of KS1 all children will be well-placed to read and spell words with fluency and confidence.

To help support the children we use the Read Write Inc mnemonics. The short rhymes and the pictures help the children to remember the sounds and apply it to their reading, and writing.

Phonics is taught in 6 phases as outlined in the Letters and Sounds programme - see appendix 1 'Letters and Sounds Phases 1-6'.

Discrete phonics lessons are taught every day in Reception and Year 1. Each lesson is fast paced, interactive and engaging. Each lesson follows a 'Review, Teach, Practise and Apply' sequence as detailed in the Letters and Sounds scheme, however teachers may choose to focus on either the practise or apply part, rather than both if they feel it is more beneficial for the children.

In Year 2, phonics is taught as in Year 1 to ensure that the children have solid foundations to support their reading and writing development. As their learning progresses, phonics will be embedded into daily English lessons. In addition to this spelling and grammar rules are also taught within their English lessons, and discretely as part of spelling and grammar lessons, followed by a spelling workshop on a Friday.

Phonics lessons are inclusive of all children within the class. This gives all children the same equal opportunity to succeed, however, for children who find this difficult additional phonics support is made available. This is often in the form of intervention groups that are delivered by Teachers or Teaching Assistants.

When a child has not been successful within a lesson and the teacher feels they require additional input, where possible, the child will receive extra support the same day. If same day intervention is not possible, teachers must make an effort to ensure follow up has been provided as soon as possible.

All staff must ensure they are consistently modelling to children the correct pronunciation of each sound and using correct letter formation (pre-cursive or cursive depending on year group) during written tasks, such as sentence writing.

Assessment:

After the teaching of each phase a qualified member of staff (preferably a teacher) will carry out a phonics Letters and Sounds Phase Assessment of each child. This will ensure that teachers are aware of any gaps in learning and planning can be adapted accordingly to enable each child the best chance of success.

In Reception a baseline assessment is carried out in September and then termly assessments take place to record and monitor each child's progress. Parents are kept informed of their child's progress and any sounds to work on at home. Additional support is also delivered alongside phonics lessons for children who may need more practise to identify sounds and help with sounding and blending for reading and writing.

In Year 1 teachers will carry out regular Phonics Screening Checks and end of phase assessments with each child, results will be recorded and monitored. This will highlight any whole class or individual areas which need further coverage. This helps teachers to highlight any children who may be struggling with certain aspects of phonics; such as blending or segmenting. These children can then receive the additional support they need.

In Year 2 teachers will assess children via differentiated weekly spelling tests which relate to spelling patterns laid out in the National Curriculum. Extra phonics support will be given where appropriate and in relation to the Letters and Sounds programme.

Approaches to Reading

Discrete daily phonics sessions in FS and KS1 enable children to develop efficient decoding skills. Children have the opportunity to apply these skills and develop reading strategies, and discuss texts in detail in individual, guided, shared and independent reading sessions. The emphasis in FS and KS1 is on effective decoding and developing a love of reading.

Children will have a school reading book which will be changed regularly. This will link directly to their phonetic learning, ensuring children only take home books which are accessible. These books are used to support the development of reading and comprehension skills. Parents are encouraged to read with their child as often as possible and asked to record this in their child's Reading Record. Letters are sent home offering advice to parents about reading with their child and an open door policy is in operation so that parents can discuss their child's progress, interests and any concerns they may have.

Children are given opportunities to read frequently with teachers, teaching assistants and volunteers. In addition many exciting and rewarding activities are arranged to promote the pleasure and knowledge which can be gained from books including; whole school themed days, weekly buddy reading with upper KS2, visiting authors and World Book Day. All children are encouraged to take home books from the school library. The library has a wide variety of fiction and non-fiction books which are relevant to the curriculum and the interests and ages of the children. Children are often read to by adults, including teachers and parents.

Covid Update- September 2020

Upon the return to school the following changes have been implemented:

- Every child will receive a new reading book on a Monday. They will keep this book for five days. It must be brought to school every day in their reading folder.
- On a Friday reading books will be collected in. This means that all books can be quarantined before they are given out on the following Monday.

- To ensure all children have access to a book over the weekend, each child will choose a book from the class library to take home on a Friday. This is a book the child would like to read or share with their parents. The book is not restricted by difficulty and is completely child led. These books are returned on a Monday, quarantined for 72 hours and then returned to the class library.
- Every morning books are sprayed with Dettol spray. When an adult listens to a child read they must hand sanitise before they get the book and reading record out of the folder and again when the child is finished. All reading must still be recorded in children's reading records.
- In order to address missed learning from the previous school year, all year groups must recap prior phases before moving on.
Year 1- Phase 3
Year 2- Phase 5
- Phonics interventions are being run across year groups to support children who have gaps in their knowledge, or are struggling with specific skills such as blending or reading digraphs.