

Park Brow Community School

Phonics Policy

Phonics

At Park Brow Primary School we use systematic teaching of phonics to support children in learning to read and write. As children progress through their phonic knowledge children will move from learning letters and the sounds they make, to using and applying this knowledge to read and write words, then into reading and writing sentences. We give the children the opportunity to use and apply their phonic learning through games and activities so that they can use this in their independent reading and written work.

Objectives

To ensure that children progress in their phonic knowledge through:

- Daily phonic sessions.
- Phonics being promoted as a tool to help children decode words to read and spell.
- Children being encouraged to use and apply their phonic knowledge in independent work and guided reading sessions.

Planning

In the school this is based on the Letters and Sounds document. A range of resources are used and Reception to Year 2 follow the same online planning scheme, that ensures consistency in the teaching, learning and progression in children's phonic learning. The phonics planning gives opportunity for sounds to be revised, new sounds to be taught, children to read and write words and apply their learning through a game/ activity. Currently children in Year 3 & 4 that have not completed the phonics programme continue on the Rapid Phonics Programme as well as a systematic spelling programme (see Spelling Policy).

Teaching

All children (Nursery- Year 1) have a daily phonics session of 15-20 minutes. In EYFS as children enter the school they are assessed as to their phonemic awareness and then grouped accordingly. In EYFS a focus on developing children's phonic awareness and Phase 1 skills is also taught within the daily provision during continuous provision. Children are then grouped across the EYFS. In KS1 all children are taught the specific phase for their year group and interventions are put in place for those children who need to revisit and practice sounds from earlier taught phases.

Cross Curricular Links

In the school we recognise the impact good phonics teaching can have on children learning to read and write, but we see it as part of a rich literacy curriculum. Children are exposed to a wide variety of books and texts to encourage their love of reading (see our Reading for Pleasure Policy). During literacy sessions we encourage children to apply their phonic knowledge to read and write. In Early

Years children are given the opportunity to develop their mark making into early writing through setting exciting contexts for writing for a purpose using their phonic knowledge.

Equal opportunities

All children are given equal access to the phonics curriculum. Inclusion, including provision for gifted and talented, EAL and SEN Phonic lessons are streamed so that the task is directly matched to children's phonic level. Regular assessment is used to ensure that children are in the correct phonics groups. Children that do not pass the Year one phonics screening test in Year One have the opportunity to repeat the test when they are in Year 2. We acknowledge that for most children regular Synthetic Phonics lessons are the best way to learn, but some children require a different approach. For those children we run Phonics programmes, where children work in a smaller group and they learn through cumulative and repetitive patterns.

Assessment

Assessment is carried out at the end of each half term to assess the children's knowledge and to determine appropriate groupings. This information is used to identify areas that need to be revised or repeated.

Monitoring

The subject co-ordinator is responsible for monitoring phonics across the school.

Involving parents

Workshops for parents are run throughout the year. These workshops focus on developing parents' subject knowledge in the teaching of phonics and on supporting them to work alongside their children in phonics activities.

Phase (from Letters and Sounds)

Phase One (Nursery)

Phase Two (Reception)

Phase Three (Reception)

Phonic Skills and Knowledge

Activities are divided into seven aspects including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

Learning letters of the alphabet - one sound for each in 5 sets.

Set 1 – s,a,t,p

Set 2 – i,n,m,d

Set 3 – g,o,c,k

Set 4 – (ck),e,u,r

Set 5 – h,b,f,(ff),l,(ll),(ss)

Learning the remaining 7 letters of the alphabet - one sound for each.

Set 6 – j,v,w,x

Set 7 – y,z,(zz) and qu

Graphemes such as ch,sh,th,ng (consonant digraphs) and ai,ee,igh,oa,oo,ar,or,ur,ow,oi,ear,air,ure,er (vowel digraphs) representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase children will have learnt the 'simple code', i.e. one grapheme for each phoneme in the English language.

Phase Four (Reception/Year1)

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants e.g. swim, clap and jump.

Phase Five (Year 1)

Children learn the 'complex code' by learning more graphemes for the phonemes which they already know, plus they learn different ways of pronouncing the graphemes they already know eg tin, mind

Phase Six (Throughout Year 2)

Children work on spellings including prefixes and suffixes, doubling and dropping letters (see also the year 2 spelling programme)

The above table is guidance for the expected progression in phonics teaching. Children who exceed expectation will not be 'held back' but encouraged to make rapid (and secure) progress in their phonic learning. Children not making expected progress will be given additional time and support to revisit the phases needed to ensure that their phonic knowledge is secure and they are ready to move to the next phase.

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