

## **Grange Primary School - Phonics Policy**

### **Phonics**

At Grange Primary School we believe that the systematic teaching of phonics is vital in order for children to become competent readers and writers. Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. Using phonics to decode is considered a particularly helpful strategy for children aged 5 to 7.

### **Aims and Objectives**

To ensure children progress in their development of phonic knowledge through:

- Learning aural discrimination, phonemic awareness and rhyme awareness
- Experiencing repetition and consolidation in phonics and reading sessions
- Learning to recognise, read and write all 44 graphemes in the English language
- Developing segmenting and blending skills
- Interactive, investigative and co-operative learning
- Using and applying their phonic skills in all curriculum areas.

Children will develop skills to enable them to decode words when reading

### **Teaching and Expectations**

All Phonics sessions will follow the “revisit/review- teach- practice- apply- assess” format, as recommended in the Letters and Sounds document. The ‘apply’ stage allows teachers to contextualise the learnt phonemes or high frequency words through the Phonics Bug online resources and books. Our teaching at all levels will include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word vocabulary

Daily phonic teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the children’s abilities and interests, and all classroom environments have an age appropriate display focussed on sounds and key words.

At Grange we provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum, particularly in such activities as shared or guided reading and writing.

### **Nursery**

The children access differentiated Phase One teaching in short guided groups daily and through learning environment provision.

- Use of ‘sound talk’ is used by all staff to segment and blend words regularly, deepening sound discrimination and developing phonemic awareness.
- Children are given the opportunity to use their phonic knowledge and develop mark making into early writing through setting exciting contexts for writing for a purpose.

### **Reception**

- Letters and Sounds is taught daily for up to 20 minutes
- A mix of whole class teaching and differentiated groups is used to ensure pupils are reaching their full potential and support given is appropriate.
- All pupils should have completed Phases Two and Three by the end of the year.

### **Year One**

- Letters and Sounds is taught daily for up to 30 minutes
- Whole class teaching and differentiated group teaching are used to ensure pupils are reaching their full potential
- Interventions are given to children who are falling behind and have gaps in their knowledge
- All pupils should have completed Phase Four and Five by the end of the year.

### **Year Two**

- Letters and Sounds is taught daily for up to 30 minutes within discrete phonics sessions, spelling, reading and grammar lessons.
- Groups are differentiated to enable children to reach their full potential
- Opportunities are given to regularly revisit the sounds and tricky words learnt previously
- Interventions are given to children who are falling behind and have gaps in their knowledge
- All pupils will have completed Phase Six by the end of the year.

### **Year Three**

The expectation is that all children are secure in all six phases within the Letters and Sounds programme. Those who might not have achieved the required level will continue to have daily one to one or small group phonics intervention teaching.

### **Assessment**

Children's progress in developing and applying their phonic knowledge will be carefully assessed and monitored. Teachers use daily phonics sessions to monitor children's progress and assess children through their reading and writing. This monitoring is triangulated with their assessments in reading and writing to make judgments about attainment and progress overall.

Assessment is carried out at the end of each Phonics phase to assess children's knowledge and to determine appropriate groupings.

All children are required to take part in the statutory *Phonics Screening* at the end of Year One. Children that do not pass the Year One screening test will repeat the test in Year Two.

Teachers pass on tracking grids to the next teacher for the following academic year.

### **Children who need additional support**

Where children are not making progress at the same rate as their peers, additional support is given at their level either one to one or in a small group, as soon as this is identified.

The more and most able children are identified and given the opportunity within the session to progress at a faster pace than the rest of the class.

### **Supporting children with phonics at home**

Parents are invited to workshops to offer guidance in supporting their children at each stage.

Teachers are available to speak to parents at the end of the day.

Staff hold termly review meetings with parents and a written annual report is forwarded to parents in the Summer Term.

Date written	November 2016
Written by	Joy Budhan
Approved by Governors	30 <sup>th</sup> January 2017
Planned review date	January 2020 or sooner if guidance changes