

Burchetts Green CE Infant School

Phonics Policy

Rationale

In 2006 Sir Jim Rose completed his independent review of the teaching of early reading. The resulting 'Rose Report' makes it clear that 'high-quality phonic work' should be taught systematically and discretely and the prime approach to be used in the teaching of early reading. The Rose Review provided clear recommendations on what constitutes 'high quality phonics work'.

The 'simple view of reading'

The Rose Report makes a number of recommendations for the teaching of early reading. It makes clear that there are two dimensions to reading – 'word recognition' and 'language comprehension'.

High quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of text.

The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from 'learning to reading' to 'reading to learn for purpose and pleasure. The ultimate goal of learning to read is comprehension.

High quality phonic teaching secures the crucial skills of sound and letter correspondence that supports reading and writing.

Aims

- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To give children word work strategies that will enable them to become fluent readers and confident writers.

These aims will be delivered by:

- Quality daily phonics lessons that last 20 minutes.

- Careful differentiation for all ability groups, addressing the needs of children with special educational needs, including gifted children, based on ongoing formative assessment and teacher judgement.
- Well planned interactive lessons, delivered at a brisk pace, that keep children engaged and focused.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.

Guidelines

Beginner readers should be taught:

- Grapheme-phoneme correspondences in a clearly defined, incremental sequence.
- To apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it.
- To apply the skills of segmenting words into their constituent phonemes to spell.
- That blending and segmenting are reversible processes.

High-quality phonic work will be most effective when:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.
- It is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress.
- It is taught discretely and daily at a brisk pace.
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored

Teaching and Content

In Foundation Stage:

The teaching of Phonics at Burchetts Green will follow the teaching sequence set out in *Letters and Sounds*. *Foundation Stage* will teach Phase 1, 2 and 3 of Letters & Sounds. It is expected that most children will enter Foundation Stage already at phase 2. High quality phonics sessions will be taught daily by a multi-sensory teaching approach and supported by child initiated activities available in the class. The recommended programme in *Letters and Sounds* includes teaching tricky high frequency irregular words. Children's progress will be assessed half termly. Intervention will be delivered to those children not making expected progress.

In Key Stage 1:

Year 1 will teach phase 4, 5 and 6 of *Letters and Sounds* through daily multi-sensory lessons. Intervention will be delivered to those children not making expected progress. Children's progress will be assessed half termly. At the end of Year 1 all eligible children will complete a Statutory Phonics Screening Test (see separate Phonics Screening Policy).

In Year 2 for those children who have not made the necessary progress teaching of *Letters and Sounds* will continue. Spelling and Grammar will be taught explicitly and regularly to all pupils. This is not just about phonological work but also about spelling patterns. Children will be taught explicitly about the structure of words (morphology) to guide their spelling.

Expectation

By the end of the Foundation Stage:

- 98% of children will have achieved Phase 3 and we aim for 20% to have moved on to Phase 4

By the end of Year 1:

- 98% of children will have achieved Phase 5 and we aim for 20% of pupils to have begun Phase 6

By the end of Year 2:

- We aim for 100% of children to achieve Phase 6

Roles and Responsibilities

It will be the responsibility of the class teacher to:

- Plan, teach, assess and monitor pupil progress in phonics.
- Direct teaching assistants so they effectively support the teaching of phonics.

It will be the responsibility of the assessment manager to:

- Collect in pupil tracking on termly basis and give feedback where necessary.
- Support class teachers with assessments.
- Ensure Year 1 phonics screening is carried out and to check and ensure data is submitted on time.

It will be the responsibility of the literacy subject leader to:

- Provide support and training in the planning and teaching of phonics.

- Carry out observations and give feedback.
- Monitor phonics planning files on a half termly basis.
- Carry out Year 1 phonics screening check and ensure data is submitted on time.

Assessment

Formative assessments in phonics should be carried out on an on-going basis using the phonics assessment sheets. These assessments should be used to inform planning and pupil tracking sheets. Phonics pupil tracking sheets need to be completed each term as set out in the assessment policy.

At the end of Year 1 there is a statutory assessment which takes place in June of each year.

Children who do not meet the required level will be retested in Year 2.

Equal Opportunities

This policy applies to all children regardless of their gender, colour, ethnicity, ability or disability, religion or nationality.

Evaluation and Review

This policy will be reviewed every three years by the Headteacher and Senior Teacher or as and when new legislation determines.

Written: June 2015