

Upton Westlea Phonics Policy

Rationale

At Upton Westlea we strive to ensure all children become fluent readers by the end of Key Stage One.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good decoding strategies within reading and spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.

Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

The Curriculum, Teaching and Learning Expectation

Nursery- Children to access differentiated phase one teaching through short guided groups daily and the learning environment provision. All Key Persons to segment and blend words regularly and to have a secure knowledge of the Letters and Sounds programme through CPD.

Reception - To teach Letters and Sounds daily for 20 minutes from the child's start date. To teach as a whole class approach, ensuring all children have been introduced to phonemes and digraphs/trigraphs within phases 2 and 3. When appropriate, differentiate the groups to ensure children are reaching their full potential and support given is appropriate. For all children to have completed phases 2 and 3 by the end of the year and be ready to start phase 4 in Year One.

Year One - To teach Letters and Sounds daily for 20 minutes. To teach as a whole class approach, ensuring all children have been introduced to and accessed phases 4 and 5. When appropriate, differentiate the groups to ensure children are reaching their full potential and support given is appropriate. For all children to have completed phase 4 and 5 by the end of the year and be ready to start phase 6 and access the Read, Write Ink spelling programme in Year Two.

Year Two - To teach Letters and Sounds daily for 20 minutes. To differentiate the groups to ensure children are reaching their full potential. For all children to have completed phase 6 and be accessing 'Read, Write Ink' spelling scheme by the end of the year. Children will also regularly revisit the sounds and tricky words learnt throughout the Letters and Sounds document.

Year Three- To teach Letters and Sounds daily for 20 minutes if at least 70% of the cohort have not completed the Letters and Sounds programme. If only a small proportion have completed the programme- an intervention group can be set up to support this group.

Key Stage Two- further interventions to run for children who have not completed the Letters and Sounds document.

Phonics across the Curriculum

Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning. Planning ensures each phonics session shows evidence of new learning not just consolidation.

Teaching and Learning Styles

The school uses the Letters and Sounds document alongside the Phonics Play Scheme. Letters and Sounds is taught throughout the whole school as necessary. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers. Our teaching at all levels should include:

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

Phonics Planning

Phonics is planned following the Phonics Play planning frame. This can be found on the staff share under PHONICS - Phonics play planning word. This format includes the revisit/ review- teach- apply- assessment sections recommended by the Letters and Sounds document.

All Early Years and Key Stage One classes are taught as a whole class group for daily phonics sessions and where necessary into differentiated groups - each teacher plans for their own group and any teaching assistants who lead phonics groups will have plans provided for them by the class teacher. Some more experienced teaching assistants will plan for their own groups.

Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader and speller. Careful

thought will be given to the provision of appropriately structured work for children with SEN, often through intervention groups. The school has a variety of strategies to enable all children to have increased access to the curriculum through a broad - based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

The most able children within our school, including those children who are Gifted and Talented, are identified so that their individual needs are acknowledged. Planning attempts to ensure that the level of challenge is appropriate to their specific needs.

The Early Years Foundation Stage

Children in Nursery are introduced to Phase 1 of the letters and sounds programme. They focus on key listening skills as part of a group time each day. This is built up throughout the year to become a 20 minute session focussing on developing the ability to hear and repeat rhythms, rhyming games and words and then segmenting and blending in words.

We encourage the development of Literacy skills in Reception class as this is part of the Early Years Foundation Stage. We relate the Literacy development of the children to the objectives set out in the Development Matters and Early Learning Goals. The children's learning includes developing letter and sound recognition, word building and word recognition as part of their phonic, spelling and handwriting development and they follow the Letters and Sounds programme alongside the Phonics Play planning scheme.

Assessment and Reporting

Opportunities for on-going assessment for learning will be identified in planning. At the end of each half term and at the end of each phase in Letters and Sounds, children will be assessed on their progress and put into groups accordingly. Children are assessed half termly using the assessment grids found on the staff drive under- PHONICS - Assessment grids and blanks.

The class teacher will:

decide which phase the child should start to be assessed at and if they achieve a high result on the assessment grids they will try the next phase up; and vice versa if they do not achieve well. The teacher will pass on this tracking grid to the next teacher for the following academic year.

Staff will also hold meetings with parents and written annual reports are forwarded to parents in the summer term.

National Phonic Screening

All children in Year One will be screened using the National Assessment materials in Term 6, end of June. If the children in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

The Role of the Phonics Coordinator

- Purchase, organise and maintain teaching resources

- Assist with diagnosis and remediation of learning difficulties / challenge of Most Able (G and T). Offer specialist advice in supporting these children with support of the SENCO.
- Manage a delegated phonics budget and keep spending within it
- Encourage and lead training for TAs, teachers and parents
- Being informed about current developments in the subject
- Provide a strategic lead and direction for the subject in the school
- Advise the Head teacher of any action required (eg resources, standards etc)
- Monitor the standards of children's phonics and the quality of teaching across the school
- Monitor tracking grids

Resources

We use published resources such as Phonics Play, Smart Phonics, Jolly Phonics, Yellow Door and computer programmes such as Education City and Espresso.

We have purchased a large amount of phonics resources which have been shared out between all classes and intervention groups. We have sets of phonetically decodable reading books for all classes to share within guided reading sessions. These are banded according to the phases from Letters and Sounds and follow in sets of phoneme/graphemes from phase two to phase six. Staff are encouraged not to break up the sets of six and keep them in their appropriate phases and not in classrooms. These books are also available to parents via the Phonics Bug online app. Children can access books released by staff to read on a tablet or other device at home.

Equal Opportunities

The teaching of phonics will be in accordance with the present policy for Equal opportunities.

We aim to provide equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the support of teaching assistants where available and through carefully differentiated activities.

Professional Development

Upton Westlea firmly believes that continuing professional development for all staff features highly in the school improvement plans to aid the development of the children. All school staff and Nursery Practitioners receive regular CPD opportunities. All aspects of Letters and Sounds teaching is monitored by the Phonics coordinator on a regular basis, tracking grids are checked, teaching is observed and plans are scrutinised with feedback given and support allocated accordingly.

Monitoring and Review

The monitoring of this policy will be the responsibility of the Literacy and Phonics Coordinator in conjunction with the Leadership Team.

This policy will be subject to a formal review every three years or sooner if significant changes occur.

Date Reviewed: September 2017

Due for Review: September 2018