



Caldew Lea Primary School

Phonics Policy

At Caldew Lea Primary School we use the synthetic phonics programme: Letters and Sounds: Principles and Practice of High Quality Phonics (DCS, 2007) to plan the pace and progression of phonological awareness and phonics in the EYFS and Key Stage 1. We use material from *Jolly Phonics and a range of other materials* to supplement and support teaching and learning.

Aims:

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

Rationale:

At Caldew Lea Primary School we strive to ensure all children become fluent readers by the end of Key Stage One. We have high expectations of all children and the aim of the phonics policy is to ensure they have a firm foundation on which to build reading and writing skills.

High quality phonics teaching helps children develop their reading, writing, spelling and general communication skills. It also helps secure the crucial skills of word recognition that enables children to read fluently, allowing them to concentrate on the meaning of the text.

Developmental Approach:

Teaching follows a developmental approach through six phases. Phonics is taught daily in discrete 20 minute sessions. Children work in small groups depending on the phase they are working on and teachers rotate groups on regularly to allow the class teacher to have a clear understanding of all children's development. Sessions account for a range of learning styles, including visual, auditory and kinaesthetic and planning ensures that lessons are fast paced and as active as possible, using games, actions, suitable resources and ICT to engage and motivate pupils. Supportive phonic displays and resources have a consistent format across the school. All children and staff use specific vocabulary across school and parents/carers are encouraged to use this at home.

Discrete daily phonic sessions have four parts:

1. *Revise and revisit* - where children will practise and consolidate previously taught GPCs and words. Assessment should inform the focus for this section of the lesson.
2. *Teach* – where new phonemes, graphemes or spelling rules will be taught.
3. *Practise*- where children practise blending or segmenting words using the new phoneme/grapheme.
4. *Apply* -where children use their new knowledge in reading or writing whole sentences.

Outline of each phase:

□ **Phase One**

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. These activities are designed to help children:

- Listen attentively, enlarge their vocabulary, speak confidently to adults and other children, discriminate phonemes, reproduce audibly the phonemes they hear, in order, all through the word and use sound-talk to segment words into phonemes.

□ **Phase Two**

The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words.

□ **Phase Three**

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. **oa**), so the children can represent each of about 42 phonemes by a grapheme. Children will also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more 'tricky' words and also begin to learn to spell some of these words.

□ **Phase Four**

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

□ **Phase Five**

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

□ **Phase Six**

During this phase children become fluent readers and increasingly accurate spellers.

Assessment

- Assessment for learning is used throughout the lesson to inform future planning and to identify elements that need to be practised in the revisit section of the lesson.
- Regular assessments, at the end of each phase, take place using the phonic assessment sheets (see Appendix 3) at each phase. The ability to recognise and recall GPCs and to blend and segment for reading and spelling are recorded and used to determine if pupils are secure at a particular phase. High frequency 'tricky' words are also assessed.

- At the end of Year One children will take the statutory National Phonic Screening Test. If the children in Year One fail the screening they will be retested when they are in Year Two.
- In addition, during the autumn, spring and summer terms pupils in Year Two who failed to pass the Phonic Screening checks in Year One and pupils who are currently in Year One are assessed using past Phonic Screening checks to ensure that they are on track to reach the threshold at the end of Year One.

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.

Supporting children who may have difficulties

Children may experience difficulties with their phonic development at any time during their education and we will support them at school. Children experiencing problems with progressing through the phases of phonic development may revisit a particular phase for revision. Difficulties may be related to speech development or hearing development and this will be supported with specialist advice as appropriate.

Children with significant and specific areas of difficulty may have an individual programme drawn up by the SEND Co-ordinator and class teacher if appropriate. We ensure that we follow our school Inclusion and Equality Statement in our approach to teaching and learning.

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. Careful thought will be given to the provision of appropriately structured work for children with SEN. The most able children within our school, including those children who are working above age related expectations are identified so that their individual needs are acknowledged. Planning will ensure that the level of challenge is appropriate to children's' specific needs.

Developing Mastery and Depth within Phonics Statement

Planning will account for activities and questions designed to support and develop mastery and depth of knowledge and skills at a level appropriate to each child as they move through the curriculum. Learning activities will be designed to support the development of independent and creative thinking which will enable pupils to remember, understand, apply, analyse, evaluate and create in a range of cross curricular contexts. Pupils' level of understanding at a basic, advancing and deep level will be supported, stretched and challenged and support the development of relevant links and transferrable skills in all areas of learning.

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high

expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

Monitoring and Evaluation

It is the responsibility of the English Leader to develop good phonic teaching practice in school and assist staff in this area with the support of the Senior Leadership Team. The English Leader will also monitor the impact of this policy and evaluate how it works in practice. This may be achieved through:

- Leading training to give in-house Continuing Professional Development for staff, sharing new resources
- Working alongside EYFS leader to ensure a positive and effective transition for children from feeder pre-schools.
- Talking to staff about phonic teaching and learning in their class and groups, appropriateness of resources
- Talking to children about phonics – attitude and approach in all areas
- Book / work scrutiny/planning to see phonic application across all areas

Involvement of parents

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

Phonics activities will feature in homework activities for children in EYFS and KS1.

English Leaders: Nicola Gordon and Beverley Pasa 2018

Approved by Staff:

