



Brickhouse Primary School

Phonics Policy

Introduction

At Brickhouse Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills.

This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'. This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills

Curriculum, Teaching and Learning Guidance

At Brickhouse, we follow SALLEY and Rising Stars Reading Planet across the EYFS and Key Stage One to support the effective delivery of phonics lessons by catering for all children's needs. In Key Stage Two, phonics sessions are based around the use of support for spelling and following Letters and Sounds and Sound Discovery as a recap in order to meet each child's specific needs.

Teachers use assessment to inform effective provision for all children, using this to plan and deliver well-differentiated lessons that engage and challenge all children within the lesson. This assessment should inform the rate at which children progress through the phases and secure a sound understanding of phonics.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two, e.g. Phonics boosters to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching in Key Stage 2 – which will be further supported throughout the year.

Planning

We follow Rising Stars 'Rocket Phonics' weekly and daily planning documents, but with the understanding that good phonics teaching should link to the English needs of the children within an English lesson and across the curriculum. Each Phonics lesson should include the following sections:

- **Revise** – Overlearn the previous graphemes and words.
- **Teach** – Introduce a new grapheme / words.
- **Practise** – Develop GPCs (grapheme phoneme correspondences) /read and spell new words. These can be real or pseudo words.
- **Apply** – Use the new graphemes / words in games / sentence level work and activities to secure knowledge
- **Assess** – Monitor progress within each phase to inform future sessions.

Organisation

Children are taught Phonics in sets/groups across EYFS and KS1. This method of teaching as it meets the needs of our children and allows them to progress further.

Nursery:

Children in Nursery should be taught Phase 1 though a differentiated approach within the setting on a daily basis using SALLEY.

Reception:

Children in Reception will be taught a daily phonics session. In the Autumn term this will be for about 10 minutes, building up to half an hour in the Summer term when the children are ready. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. Phonics skills are also embedded in writing and reading tasks during Literacy lessons.

The driving ethos should be for all children to complete and be secure in Phase 3 by the end of Reception and have a sound understanding in order to start the next phase by the start of Autumn Term in Year 1.

Within Phonics, children are introduced to the “tricky words” and aim to read and write the tricky words for Phases 2 and 3 before they enter Year 1.

Year 1:

Children in Year 1 have daily phonics sessions for thirty minutes. Groups will be differentiated to ensure all children reach their full potential. The underlying aim of Year 1 should be to ensure all children have completed Phase 5 and be ready to begin the Year 2 spelling curriculum upon entry into Year 2. They should have plenty of practise in recognising ‘Alien’ or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word.

Year 2:

Children in Year 2 will have daily phonics lessons for thirty minutes if they still need to access phonics. The underlying aim in Year 2 is to ensure that all children have successfully completed Phase 5 while revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words' that they have encountered before. Once children are secure and have completed our phonics programme, they will begin to access the Year 2 spelling and Grammar curriculum to support them in English lessons.

KS2:

Children in Year 3 who have not reached a sufficiently proficient level in GPC awareness and application should be given access to a daily phonics session. Children in Key Stage 2 who have not attained a sufficient skill level in GPC awareness and application will have provision in small intervention groups in regards to phonics and/or spelling across the key stage during the afternoon.

Assessment

In the EYFS and KS1 we assess pupil progress on our Phonics assessment sheets for each phase and plot the children on a Phonics tracker grid each term.

Data is collected termly by the Phonics Leader and areas to develop are identified, along with re-grouping children to ensure they are in the correct phase for their ability.

Towards the Phonics Screening Check, Year 1 pupils will be given practise tests to identify specific skills or any gaps in learning. The screening tests are completed by the Phonics Leader termly and all gaps in learning are fed back to staff who teach phonics.

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