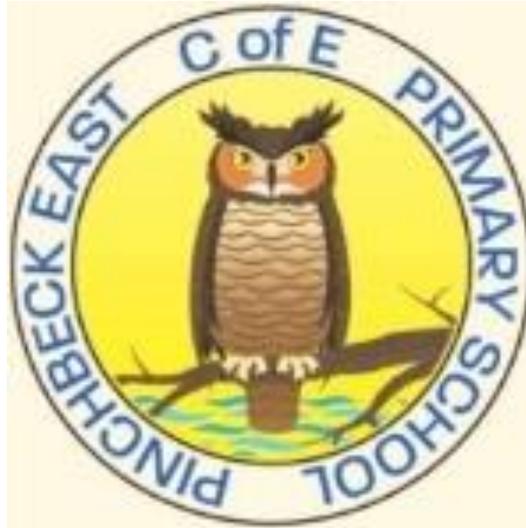


Pinchbeck East C of E Primary School



Phonics Policy

January 2019

High quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. This policy outlines the teaching, organisation and management of phonics.

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 between 20-30 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.

The teaching of phonics at our school will follow the teaching sequence set out in Letters and Sounds.

Early Years

- In the Foundation Stage, classes are organised to promote social skills and the development of literacy, language and communication.
- The songs and actions of Jolly Phonics may be taught alongside to help children recall each sound.
- Children work towards achieving the objectives of the Early Learning Goals for Language and Literacy during Reception.
- High quality phonics sessions will be taught daily in Reception, enhanced by a multi-sensory teaching approach, and awareness of different learning styles including visual, auditory and kinaesthetic.

Key Stage 1

- Phonics is taught every day in Key Stage 1 as a whole class. Teaching and learning activities are differentiated according to the various achievement levels within the class.
- Classes are taught using the review, plan, teach, apply method as suggested in Letters and Sounds to ensure progression and effective high quality teaching.
- Pupils who need extra support will be identified and targeted for intervention strategies if necessary.
- Phonic work will be taught discretely and will also be incorporated into daily English lessons.
- Multi- sensory activities will be included in the teaching of phonics.
- ICT opportunities are used where appropriate, especially using the phonics play website.

Key Stage 2

- For those children who have not made the necessary progress through the
- phases, the teaching of phonics using Letters and Sounds will be
- incorporated into interventions.
- Phonics/ spelling is taught throughout KS2 as part of daily English
- lessons.
- The spelling of high and medium frequency words is revisited regularly throughout the school.

Classroom environment

- In Foundation Stage and Key Stage One the classroom environment should
- have age appropriate displays concentrating on both sounds and tricky
- words.
- All KS1 classes should provide opportunities to develop phonics skills through
- interactive areas and reading areas.

Role of the teacher

- All group teachers should plan and deliver high quality phonics lessons.
- It is the role of the phonics coordinator to track children's progress and ensure teachers understand progression in their class.
- Teaching and learning is also monitored on a regular basis by the coordinator.

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- Teacher's assessment of individual children will inform the rate at which their children are able to progress through the phases.

Assessment

- All phonics assessments should be carried out by the class teacher (except the Year 1 phonics screening which the phonics coordinator will assess).
- Phonics assessments should be passed on during transition to a new class in order to ensure continuity of progression.
- As a result of assessments, children are able to progress at their own pace and according to their own needs.

Inclusion

- It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We understand that some pupils will have specific learning and assessment requirements.
- Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning needs.
- Teachers aim to include all pupils fully in their daily phonic lesson.
- Differentiated work, appropriate to individual needs is provided throughout the phonic lessons. For some lessons, extra adult support from a teaching assistant is also provided.

Equal opportunities

- All children have an entitlement to access reading and spelling strategies at an appropriate level and are helped to do this.

Policy Date: January 2019

Review date: January 2020