



PHONICS POLICY

Review Date: September 2017

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 at Monkshouse School.

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 Monkshouse 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.
- In nursery, phase 1 of the Letters and Sounds programme is introduced through short activities and carpet sessions.
- 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 4 days a week in Key Stage 1

- Classes are taught using the review, plan, teach, apply method as suggested in Letters and Sounds. Where ever possible the 'apply' part will be differentiated as appropriate.
- Staff complete weekly plans for phonics based on the review, teach, practice, and apply method 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 literacy lessons.
- Although the Letters and Sounds document will be followed teachers will use their professional judgements, based on assessments as to the delivery of phonics.
- Multi- sensory activities will be included in the teaching of phonics.
- Reading and spelling will begin with CVC words and progress to vowel sounds.
- ICT opportunities are used where appropriate.

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 continue.
- The Chris Whitney programme of spelling which is based on Support for Spelling is used after completing Phase 5 in Year 2.
- Phonics/ spelling is taught 4 lessons per week in LKS2 and in UKS2 spelling work is taught discretely and will also be incorporated into daily literacy lessons.
- Teachers should be aware of the value of over- learning i.e revising and practicing words.
- Little and often is the most effective method as is linking phonics revision to cross – curricular work.
- Spelling 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, tricky and key 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 the progression of movement in their phonics group.

- Teacher’s assessment of individual children will inform the rate at which their children are able to progress through the phases. The groups the children are taught in are flexible and allow for movement.
- The group teacher will be expected to discuss any issues with the phonics coordinator

Assessment

- A formative assessment takes place twice a year with a non-word reading test and spelling check.
- Phonics group leaders are asked for a teacher judgement of the children who are working, below, at and above in their group 4 times a year.
- All phonics assessments should be carried out by the group leader (except the Year 1 phonics screening in which the phonics coordinator will also 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 appreciate 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 in the apply section of phonic lessons. For some lessons, extra adult support from a classroom 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.

Cultural Diversity

- Literacy lessons provide a vehicle for promoting an awareness of cultural diversity. Books and reading resources refer to ethnic minority experiences, include ethnic minority roles and are non-stereotypical.

Signed _____ Chair of Governors

Signed _____ Headteacher

Date _____