



Burstwick Community Primary School



Phonics Policy

Aim

At Burstwick Community Primary School, it is our aim to raise standards by promoting a school ethos, which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

At Burstwick, we are:

- **Believers**
- **Unique**
- **Resilient**
- **Safe**
- **Tolerant**
- **Worthy**
- **Independent**
- **Creative**
- **Kind-hearted**

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across Foundation stage, Key Stage 1 and on into Key Stage 2 for children who still need further support.

A sharp and consistent focus on children gaining phonics knowledge gives pupils a solid foundation for future learning.

Aims:

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use 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 ensure children use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To ensure children are taught strategies to identify and decode 'tricky words' within the English language.

Teaching and Learning:

Our children are provided with a variety of opportunities to develop and extend their phonic skills in and across the Foundation Stage and Key Stage 1. It will also be continued into Key Stage 2, where necessary to support those children who do not yet have the phonic knowledge and skills they need.

- **Planning:** The school follows the systematic approach laid out in Letters and Sounds programme (2007) - this is supported by teachers using elements from Jolly Phonics and other materials to support the effective delivery of phonics lessons.
- **Lessons:** Discrete phonic lessons take place daily for a minimum of 20 minutes across EYFS and Key Stage 1. They follow the structure of 'Review, Teach, Practise and Apply to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children.
- **Classes / Groupings:** Children are taught in small groups between 5 and 20 children. They are grouped according to their phonic knowledge which is assessed by the class teacher.
- **Resources:** All phonic teachers have a range of resources to use which are appropriate for the level at which the children are working. They include practical resources such as flash card phonemes and tricky words, phoneme frames and a variety of letters and sounds corresponding games at the appropriate level. There should also be age and stage appropriate displays in each area that phonics is taught in to support the teaching and application of phonics in reading and writing. Each classroom will also display the sound of the week to show the focus sounds for each of the different phonic groups. This will assist class teachers when it comes to planning English for the different ability groups each class has a phonics display for age appropriate phonics.
- **Intervention:** Children who still need extra support to develop their phonic knowledge across EYFS, Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.
- **ICT:** A number of recommended phonic and reading apps have been downloaded onto the school's iPads/tablets to support our Phonics programme. Children also access a variety of programmes via the Interactive Whiteboard to embed the teaching and learning of phonics.

Expectations:

By the end of **EYFS:** All children should have completed phase 3 and have a secure understanding in order to start phase 4 by Autumn Term 1 in Year 1. Children should be able to read and write high frequency words and tricky words from phase 2 to phase 4.

By the end of **Year 1:** All children should have completed phase 4 and 5 and be ready to begin phase 6 upon entry into Year 2. Children should aim to read and write all common exception words for Year 1. They should have plenty of practise in recognising Alien or pseudo words, in readiness to pass the Phonics Screening Check and give them the confidence to read any word using their phonetic skills.

By the end of **Year 2:** All children should have successfully completed phase 6 and be able to read and write all common exception words for Year 2.

Year 3: Children who have not reached a sufficiently proficient level in GPC awareness and application should be given access to daily phonic sessions across the Autumn term. Children who by the end of the Autumn term have still not reached the sufficient level of phonics will have intervention programmes arranged to provide for this need.

KS2: Children 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.

Assessment and Reporting:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils and ensuring all pupils make the appropriate progress. It is the class teacher's responsibility to keep track of the progress made by all children in the class, regardless of their phonic group.

- In the EYFS and KS1 we assess pupils for each phase and plot the children on a Phonics tracker grid each half term. Year 1 children will be given practise papers to identify specific skills or any gaps in their learning and this also will be plotted and tracked half termly.
- Children are involved in the assessment of their progress and receive regular feedback on their development.
□ The teacher will pass on the pupil assessment information to the next teacher for the following academic year.
- Teachers will also hold meetings with parents and written annual reports are forwarded to parents in the summer term.

National Phonics screening:

All children in Year 1 will be screened using the National Assessment materials at the end of June. If the children in Year 1 do not pass the screening they will be retested when they are in Year 2. This data will be submitted to the local Authority and parents/carers are informed.

Partnership with Parents:

Parental support is paramount if a child is to become a successful and competent reader.

All parents and careers of children in EYFS / Year 1 are invited to an 'Introduction to Phonics' workshop in the Autumn term. This allows parents to observe and work alongside their child in their everyday phonics lesson and to discover ways in which the school teaches phonics, as well as ideas on how to support their child at home. Parents are welcome to join EYFS, for the termly 'Stay & Play', where phonics is one of the focus activities.

Year 1 parents are either invited to attend a presentation or receive information about the Phonics Screening check, which delivers key information about the check as well as providing practise materials to support with their child's learning at home.

Homework

Each child in EYFS and Key Stage 1 receive a phonics book for each phase, which contains the sounds and the decodable, tricky and high frequency words to be learnt at home, alongside the daily Phonics lesson.

Key Stage 1 children receive weekly spellings containing the learnt sounds alongside 'tricky' and high frequency words

Phonetically decodable reading books will be sent home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading diaries and identifying 'tricky' words for targeting blending.

The Role of the Phonics Lead:

- Purchase, organise and maintain teaching resources.
- Ensure that reading books closely connect to the development of phonics knowledge □ Encourage and lead training for T.A's, teachers and parents.
- Advise and support colleagues in the implementation and assessment of phonics throughout the school □ Provide a strategic lead and direction for the subject in the school.
- Monitor the standards of children's phonics and the quality of teaching across the school
- Monitor phonics tracking, ensuring that gaps are addressed quickly and effectively and interventions are put in place.
- Advise the Head Teacher of any action required (e.g. resources, standards etc)

The role of the Class Teacher:

- Plan effectively for phonics, liaising with phonics leader when necessary

- Ensure progression in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English
- Develop and update skills, knowledge and understanding of phonics
- Identify needs in phonics and take advantage of training opportunities
- Keep appropriate on-going records
- Inform pupils and parents of their progress, achievements and attainment
- Ensure interventions are completed

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

Staff development and training:

We are fully committed to ensuring all our Teachers and Teaching Assistants have access to high quality, up to date training to ensure that teaching and provision is of a high quality. Training is delivered in the form of whole school, small group and 1-1 coaching with those who require additional support. Learning walks take place at least termly and staff are given regular feedback on their performance. Training needs will be reviewed on an annual basis as part of our whole school CPD provision.

Safeguarding

The school is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly). We believe that all children have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

Monitoring and Review

Burstwick Community Primary School's Phonics Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the Governing body about its implementation and effectiveness. Governors are kept informed via the termly Headteacher's Report.

This Policy will be reviewed at least once every two years through discussion with all staff and Governors.