



Phonics Policy

Phonics Lead: *Di Mansfield* - Deputy Head Teacher, EYFS Lead, SENDCO, Phonic Lead, TA Line Manager

Minute Number	Signed	Date	Amendment

'Learning and Growing Together'

is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13) Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning we develop our wisdom, knowledge and skills.

Growing in our character development, hope, aspiration, resilience and social action Together; so our community can live well together, showing dignity and respect.

This policy describes our aims and our practice in the teaching of reading. It is defined by current national guidance on best practice, in house training, staff discussion and professional judgement and links to the phonics policy, speaking and listening policy, curriculum statement and Writing policy. Intent At St. Oswald's Primary School, we believe that reading is a fundamental skill for life.

INTENT:

At St Oswald's C of E Primary School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives.

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. The independent review of early reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum. The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of

children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills need to be taught systematically and involve a variety of multi-sensory resources for all learners.

IMPLEMENTATION

RECEPTION & KEY STAGE 1

Jolly Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children learn to read by the age of six in a fun and accessible way. Following its own proven progression, the programme matches the National Curriculum and Early Learning Goals. It uses a systematic and progressive approach to teaching children. It involves a multi-sensory approach with stories, actions, songs and interactive games to keep the children motivated.

All of the initial phonemes are taught and then the children are progressed through Step 1, 2 and 3.

Jolly phonics teaches the five key skills for reading:-

- Learning the letter sounds
- Learning letter formation
- Blending for reading
- Identifying the sounds in words
- Learning the Tricky words.

Children are taught in small groups to ensure the lesson is interactive and supports young children's concentration and attention. Children are placed in groups to support progression and levels of learning appropriate to their developmental stage.

Jolly phonics provides guidelines, handbooks and recommendations to support teachers and support staff.

The daily sessions include revisiting, teaching new and practicing and applying their skills and knowledge.

ORGANISATION RECEPTION & KS1

The children are taught phonics for 25 minute phonics sessions each morning (9.00am – 9.25am). Generally, a new phoneme (phoneme-grapheme correspondence) will be introduced in four of these sessions (Monday – Thursday) with a review session taking place on Friday. However, this is dependent upon their developmental stage and ability to take on new learning.

READING MATERIAL

Reception children begin their reading journey with books without words. After they have been taught the initial sounds and have begun to segment and blend, they then progress onto fully decodable books, whereby the children are given the opportunity to practise their blending skills and

to consolidate their knowledge. Each child is allocated the correct reading book, which aligns with the step they have previously been working on. Our books are all labelled to ensure they match these steps.

Children that are reading phonic books will also have a book for pleasure, which they are able to choose and take home to share with their parents/carers.

Children in Reception and Year 1 are heard to read twice a week by an adult. In Key Stage 1, priority readers are heard as frequently as necessary.

ASSESSMENT:

Jolly Phonics provides detailed assessments, which are done each half term by the Teachers in EYFS and Key Stage 1. Children who still need extra support to develop phonic knowledge across EYFS and Key stage 1 are identified and targeted for intervention. There are a range of interventions strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed. The Phonics Lead (Di Mansfield) will liaise with staff teaching phonic groups to ensure that children are placed in appropriate phonic groups and appropriate interventions.

KEY STAGE 2:

Some children continue to require support to consolidate their phonological understanding through Key Stage 2. This support is delivered in a variety of ways:

- Small Phonic groups
- Jolly Phonics Extra Intervention Program
- Toe by Toe
- Sound Linkage

The Phonic Lead (Di Mansfield) and English Lead (Kath Elliott) liaise to ensure the programs are appropriate for the individual child.

PHONICS SCREENING CHECK

In the summer term, Year 1 children will take a Phonics Screening Check in which children will be expected to read 40 decodable 'words'. This progress check identifies those children not at the expected level in reading – and these children will be re-checked in Year 2. Only members of staff who have had full training for the validated program will be allowed to administer the check.

HOME/ SCHOOL PARTNERSHIP- PARENTAL INVOLVEMENT

Phonic and Reading workshops are provided for parents to come in and learn about the way that phonics and reading is taught. This takes the form of an introduction to phonics followed by participation or observation of a modelled phonics lesson. Videos are also provided for parents, action sheets and flash cards of phonemes and tricky words are sent home to support parental involvement. Books and book bags are sent home each night and every pupil has a reading record to enable school/parent communication.

TRAINING

The EYFS teacher and KS1 Teachers have all undertaken the Jolly Phonic Training and the Jolly Grammar Training. The phonic lead (Di Mansfield) and the reading lead (Kath Elliott) provide refresher phonics and reading training at the beginning of each school year and provide training for any new staff.

INCLUSION

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by setting suitable learning objectives, responding to the variety of learning styles and overcoming potential barriers of individuals and groups. This is monitored by analysing pupil performance throughout the school. This is monitored by the Phonic Lead, Reading Lead and SENCO.

THE ROLE OF THE SUBJECT LEADER

- To review and monitor the planning, teaching and assessment of Phonics and follow-up concerns.
- To promote English across school.
- To provide good examples of the teaching of Phonics in the classroom.
- To make resources available.
- To plan for future development through action plans.
- To work alongside staff when required.
- Attend relevant courses and give information back to staff.
- Arrange INSET courses for staff.
- Encourage parental involvement.

ROLE OF THE STAFF

- To ensure that phonics is used in the classroom in line with the National Curriculum.
- To implement the teaching of phonics with the Jolly Phonics approach.
- To assess the children's progress and ensure interventions are in place for those not making the expected progress.
- To ensure that there is equality of opportunity in the teaching of phonics.
- To inform the co-ordinator of any problems which may arise in the implementation of phonics.
- Teach and assess the children in phonics.

ROLE OF THE HEAD TEACHER AND GOVERNING BODY

- The Head Teacher and Governors will monitor the development and implementation of Phonics in school.

Review: This policy is to be reviewed every three years.