



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL



Phonics Policy

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February 2018

1. Introduction

The aim of this policy is to ensure that a consistent 'whole school' approach is applied to the teaching of Phonics. The school aims to provide a secure, stimulating and enriching environment, where there is equal access to phonic knowledge and understanding. We regard it as essential that we respect the language and experience of the individual and endeavour to meet their needs.

2. Aims

The principle objectives of the teaching and learning of phonics are to enable all children to access reading at an age appropriate level. In order for this to happen it is integral that we ensure:

- (1) Consistency in the approach to teaching phonics throughout FS and KS1 and KS2 where appropriate;
- (2) Rigorous planning, assessment, and tracking;
- (3) Quality first teaching to support motivation;
- (4) All staff are experts;
- (5) That all children are able to read by the end of EYFS (ELG) and the age of six. (Year 1 phonic screening test)

3. Strategies

The diligent, concentrated, and systematic teaching of phonics is central to the success of children's reading. This requires high quality and expert teaching which follows a carefully planned and tightly structured approach to teaching phonics. At Florence Melly we use the Letters and Sounds scheme of work in order to teach phonics, through the quality-first teaching we ensure that all children:

- (1) Have the opportunity to apply what they have learnt through reading;
- (2) Participate daily in fast paced, exciting, and interesting phonics sessions;
- (3) Active participation regardless of social and economic circumstances, ethnicity, language, or SEN.
- (4) Interventions provided to help children reach ARE.

4. Assessment

- (1) Children are involved in the assessment of their progress and receive regular and focussed feedback on their development.
- (2) Regular formative assessment by the class teacher should be recorded weekly on planning to ensure progress is made by every child.
- (3) Children will be assessed by class teacher each half term to ensure they are able to decode words at an age appropriate level.
- (4) Benchmarks are in place to ensure that a consistent approach to the progression in phonics is applied throughout the school.
- (5) ELG at the end of Reception.
- (6) Year One phonics screening in the Summer Term in line with government requirements.

5. Monitoring

The monitoring of phonics will be carried out by the phonics coordinator with the support of the SLT and Literacy Coordinator. Monitoring will include:

- (1) The implementation of planning;
- (2) Teaching and learning;
- (3) Displays;
- (4) Assessments and tracking of progress;

6. Individual Roles

The class teacher is responsible for;

- (1) Planning according to the phonics scheme of work on the school proforma (available on the shared drive) for implementing these plans and for organising the classroom for effective delivery. They are also required to provide opportunities for children to refine, practise and apply their phonic skills during other times of the day such as; guided reading sessions.
- (2) Creating a phonics environment which includes; letter displays, and an attractive reading corner.
- (3) Ensuring that all learning support assistants are given 1 hour per week to plan their scheme of work and make their resources for the week coming.
- (4) Liaising with learning support assistants when assessing the children in their class.
- (5) Planning appropriate interventions for those children who are not yet at ARE.

The Co-ordinator is responsible for;

- (6) Ordering and maintaining resources.
- (7) Monitoring teaching across the whole school, organising internal and external staff training and ensuring that language is taught in a developmental and progressive way.
- (8) Reporting to the SLT and/or external agencies on the strengths, areas for development and innovations.
- (9) Responsible for liaising with parents and governors and organising appropriate training.

7. SEND

Phonics teaching is made accessible to as many pupils as possible and adjustments to schemes of work will be made as required. Teachers will liaise with the phonics coordinator and SEN support worker in order to analyse how children with specific needs respond to the teaching of phonics. For some classes our SEN support worker will take small groups of children for interventions. It is the role of the teacher to ensure that every child in their class has equal and balanced access to the teaching of phonics and to ensure that it is differentiated appropriately.

8. Parents

It is of vital importance that regular home-school contact occurs if the delivery of a structured and rigorous phonics scheme is to succeed. As such parents will have the opportunity to:

- (1) Discuss the individual progress of their child with the class teacher;
- (2) Attend information evenings where they can learn more about the teaching of phonics;
- (3) Attend training to support them with ideas for continuing the teaching of phonics in the home;
- (4) Be regularly informed of their child's targets and level for reading.

9. Benchmarks

By the end of Reception all children will be able to:

- (1) Children read and understand simple sentences.
- (2) They use phonic knowledge to decode regular words and read them aloud accurately.
- (3) They read some common irregular words.

- (4) They demonstrate understanding when talking with others about what they have read (ELG09).

By the end of Year One all children will be able to:

- (1) Have learned phonic decoding to an age appropriate standard.
- (2) Give the sound when shown any grapheme taught.
- (3) Blend phonemes in order to read words.
- (4) Know most of the common grapheme-phoneme correspondences.
- (5) Read phonetically decodable one syllable and two syllable words.
- (6) Apply phonic knowledge and skill in order to read unfamiliar words and those which are not completely decodable.
- (7) Recognise and read frequently encountered words automatically.
- (8) Read three-syllable, phonically decodable words.
- (9) Read a range of age appropriate texts fluently.
- (10) Demonstrate an understanding of age appropriate texts.
- (11) Read confidently by the age of 6.